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ABSTRACT

The purposes of the national evaluation survey of the Indian Education Act (IEA) Title IV, Part A, projects were to evaluate the implementation of Part A objectives, conduct a feasibility study to determine evaluation criteria for future impact studies, and identify non-fiscal obstacles to Part A projects. Exhaustive preliminary research resulted in development of evaluation strategy, sampling framework, survey management, and data analysis plans. The final sample of 223 local education agencies (LEA's) allowed for nationwide estimates for all funded urban LEA's, rural high-density Indian LEA's and rural low-density LEA's. Among the 41 conclusions (reflective of the findings) were that: parents rated programs in areas of overcoming academic difficulties from moderately to very effective; the major areas of need were Native American heritage, remedial reading, and remedial general academic areas; and lack of motivation, deficient early education, adverse home environment, and ethnic discrimination were factors contributing to the educational problems of Indian children. Ten recommendations included: examine the use of a minimum level of funding; align proposal, funding, and project implementation cycles more closely; and continue to require local evaluation. (SB)

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A NATIONAL EVALUATION SURVEY OF PROJECTS FUNDED UNDER TITLE IV, PART A OF THE INDIAN EDUCATION ACT OF 1972

FINAL REPORT

Contract No. 300–76–0397
November, 1978

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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PREFACE AND ACKNOWLEDGMENTS

This is the final report of "A National Evaluation Survey of Projects Funded Under Title IV, Part A of the Indian Education Act of 1972". This final report is submitted to the Office of Planning and Dissemination, U.S. Office of Education by Communication Technology Corporation (CTC), Marlton, N. J. in fulfillment of Contract #300-76-0397.

This Study was conducted by Communication Technology Corporation (CTC) with the assistance of members of the Contract Research Staff of Virginia Polytechnic Institute and State University. The CTC and VPI&SU staff members who worked on the Study are:

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Instruction and Technical Services
Katzeek and Associates
Management Consultants Unlimited, Inc.
Natanco Inc.
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Oklahoma Indian Education Association
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In addition to the cooperation provided by principals, superintendents and administrators at the local and state levels, we would also like to acknowledge the patience and cooperation afforded our data collectors by the parents, project directors and teachers associated with the local projects.

Finally, but by no means considered last, we would like to express our appreciation for the very able assistance and guidance provided us throughout the Study by Drs. Emmett L. Fleming, Jr. and Robert Maroney of the Office of Evaluation and Dissemination, U.S. Office of Education.

SECTION I

CONCLUSIONS AND RECOMMENDATIONS

1.1 CONCLUSIONS

The conclusions presented in this section are derived from the analysis of the data resulting from Study implementation.

1. Differences in project emphasis do appear to exist regionally. Seven of the regions showed project emphasis to be on objectives in the cognitive domain. The remaining three regions showed project emphasis to be on objectives in the affective domain. Four of the regions in the cognitive domain were focused on remedial services and three were directed toward cultural enrichment. Those with the affective domain thrust were involved in counseling and guidance, development of self-concept, and improvement in attitudes toward school.

2. Skill development-type instruction projects (eg., arts and crafts) were found predominantly among rural high density districts as well as projects with grant sizes of $10,000 or more. However, nearly 40% of the districts surveyed reported that no time was devoted to skill development-type instruction.

3. Such services as general academic services, general vocational skills, general academic enrichment, reading, mathematics, agriculture, business, service occupations, domestic occupations, medical/dental, attendance, attitudes toward school, peers, self, and ambition were more numerous in the districts receiving a per pupil expenditure of $1,000 or more than in districts receiving less than $1,000. More industrial and business skills and psychological services were evident in districts with less than $1,000 per pupil expenditure, while more bilingual education and other affective services were evident in districts with greater than $2,000 per pupil expenditure.

4. Large urban districts tended to have more effective programs in the areas of overcoming academic difficulties and providing supplementary services. This may be partially attributed to the organized approach taken toward the administration of funds and the sophistication of the staff. Staff time spent on projects is somewhat greater in urban districts than in rural districts.

5. Rural high density districts were the next most effective in the areas of overcoming academic difficulties and providing supplementary services. This may be attributed to the number of children available for project enrollment and/or the funding level. The sophistication of staff and the amount of time spent on the project is almost directly proportionate to the level of funding.

6. The number of vocational objectives was quite small and did not approximate what could be expected when considering that the respondents perceived great need in this area.

7. Smaller districts tended to have a problem creating a setting for the projects because the children selected for the program are found across all grades. This multi-grade problem makes it difficult to design a program to interest and meet the needs of all children in the same setting.

8. Small (under $10,000) projects tended to have single objectives and appeared to have been more successful in accomplishing them in the cognitive domains (reading, mathematics, etc.) than in the affective domains (attitudes toward school, peers, self, etc.). The lack of success in the affective domain may have been largely due to the multi-grade problem. Projects based in the cognitive domain, such as reading, could employ individualized instruction. This technique may not have worked effectively in the affective domain, thus compounding the task of achieving success.

9. There was a large percentage of districts which had reading and guidance/counseling needs and objectives which have demonstrated moderate to very effective improvement in the following areas: overcoming academic difficulties, supplemental services, attitudes toward school, self-concept, staff attitudes toward Native American pupils and attitudes of non-Native American pupils toward Native American pupils. There appeared to be a relationship between the size of the grant and the percentage of districts demonstrating moderate to very effective improvement in the areas cited above. The effectiveness of the projects increased as the grant size increased.

10. Approximately 67.2% of urban districts with pupil enrollment surpassing 20,000 and 10% of rural low density districts with pupil enrollment surpassing 5,000, received grants above $50,000.

11. Urban districts under 20,000 enrollment and rural high and low density districts had projects which were rated by their staff and parent committee as moderately to very effective in overcoming academic difficulties and providing supplemental services.

12. Over half the projects reported classroom-type instruction projects. The greatest incidence of classroom-type instruction projects occurred in rural high density districts. Urban districts and districts with grant sizes above $50,000 reported the least classroom-type instruction projects.

13. Project effectiveness in the areas of overcoming academic difficulties, providing supplemental services, improving school attitudes and developing favorable self-concepts were not related to the various levels of per pupil expenditure, i.e., project effectiveness as judged by staff and parent committee members was not related to the various ranges of per pupil expenditures investigated.

14. The predominant area of non-instructional services provided through Title IV, Part A was in medical/dental services (20% of the districts). From a regional standpoint, the Rocky Mountain region, the North Central region, and the Southeast region were major areas in which school districts provided medical/dental services. The data revealed that the two regions in greatest need of these services, as perceived by the school districts, were the Southeast and the Pacific Northwest. Therefore, it can be concluded that the districts in the Southeast should further augment their efforts to provide these services. Furthermore, the districts in the Pacific Northwest should take steps to address the perceived need for these services.

15. The project staff activity profile closely replicated the thrust of the objectives in the majority of the school districts reported. Staff activities concentrated mainly in the following areas: student self-concept improvement, attitude toward school and peers, development of responsibility, self-direction and ambition, cultural heritage, remedial reading, counseling and guidance and attendance. Rural low density districts as well as districts with a grant level below $10,000 demonstrated a great deal of non-involvement in these areas which is attributable to their lack of staff or the fact that their staffing was limited.

16. Seventy-five percent of project funding at the local level appeared to be directed toward staffing. This was an expected finding since this same percentage of projects are "aged" or more than one year old and do not have the higher expenditures of a new project for materials, etc.

17. Staff involvement, which was much more prevalent in urban high density districts (above 20,000) than in rural high and low density districts, was concentrated in such project areas as reading, mathematics, native language and cultural heritage, counseling and guidance, attendance, self-concept, responsibility and self-direction, and attitudes toward school.

18. Generally, the parent committee activities, which were evenly distributed across the urban/rural strata and grant size included: staffing recommendations, public relations, proposal development, budget review, conduct of needs assessment, proposal review and final report review.

19. Parent committees in the majority of the urban districts and rural high and low density districts were involved in additional activities such as: curriculum decisions, pupil selection, establishment of project objectives, project monitoring, project evaluations, and final report development. The parent committees were generally not involved in assisting with instructional activities.

20. Parent committee involvement tended to be greater in districts where the per pupil expenditure was over $1,000 than in districts with less than $1,000 per pupil expenditure.

21. Projects in which parent organizations were involved were considered effective in helping Native American pupils to overcome academic difficulties, improve their attitude toward school and develop a favorable self-concept.

22. The majority of all school districts were targeting programs to those needs viewed as top priority by staff and parents. These needs include the following areas: remedial academic curriculum improvement, self-concept development and establishment of project objectives.

23. The special educational needs of Native American children across the country were generally the same.

24. For the most part, input for the needs assessment, used for project design by urban and rural districts, was gathered from Native American pupils, parent committees, community members, project staff and district staff. In urban districts especially, little data was received from Tribal Committee members, which attests to the diversity of tribes in such a setting.

25. The type and quality of the needs assessment conducted at the local level did not seem to have any effect on project success.

26. The major areas of need identified by the majority of the contributors to this study are listed as follows from the greatest need (first item) to the least need (last item); Native American heritage, remedial reading, remedial general academic areas, motivational, physical, arts and crafts, remedial mathematics, bilingual education and community involvement.

27. Factors contributing to the educational problems of Indian children in order of importance were: lack of motivation, deficient early education, adverse home environment, negative peer group influence, ethnic discrimination, health problems and nutritional problems.

28. The staff and parents rated the majority of the districts as being at least moderately effective in overcoming academic difficulties, providing supplementary services, improving attitudes toward school, and developing a more favorable self-concept.

29. The data analyzed revealed that, in the vast majority of the districts, there was staff involvement and program improvements in the areas of academic achievement, Native American language and cultural heritage, counseling and guidance, attendance, self-concepts, responsibility and self-direction, and in attitudes toward school.

30. The majority of the eligible unfunded projects manifested that they were aware of their eligibility and some did, in fact, make an application for funds.

31. One of the reasons that eligible districts did not apply for funds appeared to be because of previous refusals and/or the difficulty in complying with proposal requirements, i.e., needs assessment and reporting regulations.

32. Some districts with moderately large Native American populations that did not apply for funds do have Indian organizations such as a parent council. The general reason supplied by these districts for not submitting an application was a lack of cooperation/agreement between the parent council and the school district.

33. The major reason for small districts not making an application for funds was too few Native American pupils in the district. A secondary reason was the difficulty in assembling a parent committee in these small districts.

34. A few districts did not apply for funds because they perceived the funds to be of a discriminatory nature.

35. Federal programs providing educational services in the unfunded districts included ESEA Title I, Johnson O'Malley, ESEA Title IV and Special Education/Handicapped. The major thrusts of these programs were in the areas of remedial reading, remedial general academic, and counseling and guidance.

36. No significant difference in test score gains was discovered between Native American and non-Native American pupils. This near equal progress between the Native American and non-Native American pupils denoted a plus in favor of the IEA Title IV, Part A projects.

37. An analysis of several alternative methods of evaluating the impact of funding for Native American education programs suggested that certain models might permit an evaluation in the area of reading. This would only be possible under a controlled testing situation when a comparison were to be made between a group of Native Americans participating in the project and a group of Native Americans not participating in the project.

38. Results derived from the application of certain models indicated that (a) projects with reading objectives were rated more effective in overcoming academic difficulties than were projects without reading objectives; (b) projects with self-concept objectives develop more favorable self-concepts in Native American pupils than projects without self-concept objectives.

39. The level of technical assistance provided by the Office of Indian Education (OIE) did not appear to be consistent with the number of Part A projects. This might have been due, in part, to an insufficient number of field staff available to the OIE. While the available Part A field staff members are doing a good job and

accomplishing the urgent tasks, their numbers are insufficient to accomplish all that a program such as Title IV Part A demands in the way of technical assistance.

40. The Title IV Part A program does not, in its present configuration and operational mode, lend itself to an impact evaluation. The projects are too diverse and without national thrust and coordination to provide the necessary common metric. Present archival data are too dispersed and not uniform enough to draw national inferences. When program objectives and test instruments are coordinated and a controlled testing system implemented, impact evaluation appears feasible.

41. There was an inconsistency in the fiscal data reported by local school districts. This lack of consistency can be attributed, in part, to the fact that many school districts have converted to new accounting procedures. The remaining inconsistency may be attributed to a lack of familiarity with available data on the part of both the respondents and the data collectors.

1.2 RECOMMENDATIONS

The results of this Study have suggested a set of clearly defined conclusions. These conclusions form the basis for the following set of recommendations.

1. The funding of programs to meet the special educational needs of Native American children, under P.L. 92-318, Indian Education Act, Part A, should be continued.

   The results of this Study suggest that the funds expended have been more than moderately successful in the educational growth of Native American children. While there is no clear-cut definition of the special needs of Native American children on a national basis, the projects have been successfully targeted to meet the locally defined needs. In the majority of the projects nationally, the stated objectives have been met or exceeded as perceived by parents, project staff and district administrators. The funding is quite important to the local districts in meeting these special needs.

2. The level of funding for Title IV Part A of the Indian Education Act should be augmented.

   An increase in the funding level would serve several major purposes — first, to serve a greater number of Native American children, and secondly, to augment the Office of Indian Education staff for project monitoring and provision of technical assistance. Another, equally important, benefit of an increase in the level of funding could be an increase in the per pupil expenditure for those Native American children participating in the program. The project monitoring aspect is quite important from the standpoint of coordinating efforts at the local level in the implementation of designed programs. There are a number of federal funding sources which serve Indian children. However, Title IV Part A funds should be directed toward meeting those special educational needs of Native American children which are not, or cannot, be met by other funding sources. The technical assistance which could be provided by OIE would fall into those areas suggested by this Study, i.e., assistance for unfunded sites in proposal preparation, formation of parent committees, project design, etc., and assistance for funded sites in the design and implementation of projects.

It is important that more Native American children participate in programs funded under Title IV Part A. The results of this study indicate the perception of improvement in all educational and social aspects of the Native American child. This was perceived as due to participation in projects directed specifically toward the special needs of the Native American child.

The need for impact evaluations in the future would also affect the funding level. It would be necessary to implement a national testing program of some variety to afford the national data base for this sort of Study.

While this discussion touches upon other recommendations and the associated discussions which will follow, it rightfully belongs at this stage since the continued success and program expansion is dependent on an increase in funding levels.

3. An effort to identify and assess the special educational needs of the Native American children should be considered.

An assessment of the needs of the Native American community would permit the thrust of the majority of local projects to be more clearly identified without negating the assessment performed at the local level. Further, it would afford the coordination of projects on a national scale without detriment to the local control of project design. The major areas of programmatic thrust would be defined thereby concentrating the majority of the expenditures and providing maximum benefit to Native American children.

There are several side benefits which can be derived as a result of this definition of needs. Procedural models of standard programs outlining costs, staffing and materials could be constructed, based on the perceived needs, which would permit replication by districts without major modification and unnecessary expenditure of funds on design effort. This would also promote program uniformity on a national scale which could readily lend itself to impact evaluation in the future.

4. **The Title IV Part A Program should be subjected to an impact evaluation.**

While it has been concluded that the Program does not currently lend itself readily to an impact evaluation, it is felt that OIE could establish the proper environment so that an impact evaluation could take place in the future. This would, of necessity, indicate the use of a common metric across all projects to provide the national data base required. A testing program could be devised which would permit this type of evaluation. This testing program should be conducted only within the population of Native American students to avoid the "standard comparative" to "national norms" which may not be appropriate for the Native American population.

5. **The use of a minimum level of funding should be examined.**

One of the sampling considerations employed in the conduct of this Study was that of project funding levels. The evidence suggests that projects with funding levels under $10,000 were generally not perceived as successful as those funded at levels in excess of $10,000. This was apparently based on the fact that the small districts were not meeting as many of the perceived needs of Native American children since they generally directed these projects toward a single objective.

While this perception belies the fact that these projects with single objectives were successful in achieving those objectives, it is also true that, because of the low level of funding, many Native American children are left with unmet perceived needs.

Based on this success in the achievement of objectives, if only a single objective, it is difficult to say that these small projects should be discontinued. However, it is necessary to balance the involvement of children in the program with the meeting of needs. The methodology associated with this balancing act cannot be anticipated to be uniform on a national basis since geographical and cultural factors will have to be considered.

OIE should examine the possibility of setting a lower limit on funding so as to encourage neighboring districts to enter into cooperative projects involving more children. It can be projected that this may not be possible in all cases so the effects of this lower limit on funds must be carefully weighed. Obviously, the initial effect will be the exclusion of smaller projects involving a few children when several of these smaller districts cannot set up a cooperative project meeting the funding limitation. While this is apparently an undesirable effect, the resultant effect of this will be that additional funds will be made available to larger projects to service additional Native American children and/or improve the quality of current services. This, in concert with a national project thrust and the availability of project models, will afford a more cost effective program serving a larger percentage of the population of Native American children.

Certainly, OIE will have to make some provisions for small outlying districts which would qualify otherwise and have small numbers of Native American children to serve. Perhaps a packaged program, based on the national perception of need, could be made available to these districts along with some technical assistance/resource support from OIE.

It is not the intent of the discussion of this recommendation to present the absolute solution to the problem, but rather to propose that there is a problem and that it should be addressed.

6. The use of Parent Committees in the design and implementation of Title IV Part A projects should be continued as a condition of funding.

   The results of this Study suggest that successful local projects are those that have an active, involved and informed Parent Committee. Efforts should be extended to provide technical assistance, in some form, for local districts to form, orient, operate and involve parent committees in the Part A project process.

7. The proposal, funding and project implementation cycles should be more closely aligned.

   In order to insure effective project planning, staff assignments and project continuity, the timing cycles of the proposal submittal and availability of funds must be better coordinated. Presently the lag time involved presents local districts with severe problems in staffing and project planning. The use of a two or three year funding cycle for projects should be considered to eliminate the area of concern.

8. Local evaluation of projects should continue to be required.

   Timely evaluation of projects at the local level, at the very least, affords the parents and project staff the opportunity to view results/outcomes prior to planning next year's project. Further, it offers OIE some basic data regarding individual projects even if there are no common metric to allow national inferences to be drawn.

This requirement also infers that projects should be designed with some measureable outcome associated with the objectives.

9. The OIE staff should be increased to afford comprehensive project monitoring and technical assistance to be made available to eligible and/or funded districts.

While it can be stated that the existing Part A field staff within OIE are doing a good job, they are too few to provide the needed coverage.

A number of unfunded districts indicated that they were not provided with adequate technical assistance in project design/proposal preparation. Further, it was noted that districts that had their proposals rejected wanted an in-depth debriefing to pin-point areas in the proposal that could have been changed/improved to make them acceptable.

This increased staff might possibly provide an answer to the need for program coordination at the local level. Since there is no coordination of federal, state and locally funded programs within the funding structure of Title IV Part A, there is some need for this to be provided. Part A funds are provided directly to the Local Education Agency (LEA) upon approval of their application. Other federal funding sources should also impact Native American children and their educational needs. However, Title IV Part A funds are made available to the school districts to meet the special educational needs of Native American children. Some effort should be made to assure that these funds are not spent for programs for Native American children that might have been funded and made available for these children by other sources, e.g., ESEA Title I. The programs for Native American children should be uniquely designed to serve the demonstrated assessed or perceived special needs of Native American children so that they might progress through school at least at the same rate as their non-Native American peers.

10. An effort to collect and report uniform fiscal data across all school districts should be considered.

The collection of uniform fiscal data on a consistent basis from the universe of school districts would greatly enhance future data collection efforts. It is suggested that the National Center for Education Statistics (NCES) might be in the best position to initiate this activity. Timely retrieval and processing of such data by NCES would provide a comprehensive data base from which financial information for future studies could be drawn. A data base such as this might create only a marginal increase in current reporting requirements while, at the same time, would add significantly to the quality of the data collected.

SECTION II

STUDY BACKGROUND

2.1 THE INDIAN EDUCATION ACT OF 1972 (P.L. 92-318, Title IV)

Because of the unique relationship which exists between the federal government and Indian people, provisions for special treatment by the government of these people have a long and varied history. The Indian Education Act (P. L. 92-318, Title IV), a product of the 92nd U. S. Congress, represents one of the recent steps by the federal government in accordance with this special relationship. The following paragraphs provide a brief discussion of public policy towards Indian people, including a look at some of the legislative enactments in the field of education, a discussion of the enactment of the legislation, and finally a look at the provisions of the Act itself.

2.1.1 Brief History of Public Policy and Legislative Enactments in Indian Education

The role of the federal government in Indian education stems from four basic considerations. First, since the early 19th century, Indian people have had a special relationship with the federal government because of the treaties made between the federal government and the various Indian tribes and nations. Because of these treaties, the federal government has undertaken the responsibility of insuring the pursuit of educational parity for Indian people.

The second consideration stems from the extensive educational disadvantagement of Indian people as evidenced in low grades, low achievement test scores, lack of basic skills, high absenteeism and dropout rates, irrelevant or unresponsive curricula, lack of trained Indian teachers, poor self-concept or self-image, and the lack of adequate community relations projects. These are but a few examples of the chronic educational problems faced by Indian people.

The third consideration is based on the fact that the majority of Indian children live and attend schools in areas having an extremely low tax base as a result of the heavy concentration of non-taxable federal property. These school systems are often geographically isolated and are not able to centralize facilities, and, therefore, suffer high ancillary service costs, especially in the area of transportation.

The last consideration is predicated on the fact that the federal government possesses the only resources capable of establishing a program to develop innovative and model practices for promulgation throughout the Indian community.

Although Native American peoples inhabit each of the fifty states, approximately 70 percent of them are concentrated in eight states: Alaska, Arizona, California, Montana, New Mexico, North Carolina, Orklahoma, and Washington. Their life conditions are typically poor. Indian rank high in the incidence of the principal diseases; they rank low in family income. Predictably, the educational level among this population is low. Their illiteracy rate is high. The school dropout rate among the 350,000 school-age children is high. Their school absenteeism rate is high. The children have low rates of school completion, college entrance and degree attainment. They have low scores on the various forms of achievement testing. Accordingly, they are prime candidates for special attention.

Some Indians still live on reservations. About one-fourth of school-age Indian children receive their elementary and secondary education at schools conducted specifically for Indian people by the Bureau of Indian Affairs (BIA). Many others live away from the reservation in rural and urban settings. Their children receive their elementary and secondary education in regular public schools not designed or conducted specifically for Indians.

The education of Indians has been a worrisome aspect of history. Some Indian tribes once established and operated their own schools. The government, through the Bureau of Indian Affairs (BIA), encouraged the creation of religious mission schools to serve Indians. Forced assimilation into the surrounding culture and religion was public policy. The Indians' own schools were closed. At about the turn of this century, however, public support, through the BIA, to the mission schools was discontinued. The Bureau then established and continues to operate its own schools, pursuant to the Snyder Act (P.L. 67-85, November 2, 1921).

Until the 1930s, the underlying assumption of public policy was that Indian students should be removed from the culture of their forebears and should be schooled for assimilation into the majority society through the transmission of "white American education". The rates of student absenteeism, educational retardation and school dropouts demonstrate that the judgment of this public policy was not highly fruitful. Little in the way of public policy toward Indian people changed, however, during the the 1940's and 1950's.

During the 1960's, general social legislation in the U. S. encouraged maximum feasible participation by the recipients of governmental efforts in the design, direction and control of those efforts. Educational development, social development and economic development were to be matters largely influenced by "self-determination" on the part of the presumed "targets" of public policy, funding, and action. Indians, as well as other minority or disadvantaged groups, were encouraged to adopt this view.

Now, in the 1970's, public policy appears to encourage an enlargement of the areas of choice and of self-determination, to place hitherto unknown high values on cultural diversity and on the special cultural heritage of each national or ethnic group in American society. Indians as well as others are being encouraged to adopt this view also.

In the past, the content of education for Indians included agricultural and technical, as well as academic subjects, in the preparation for entry into the broader society. Now, the new emphasis on self-determination appears to balance the pressure for assimilation. The content of education for Indians, therefore, still may include standard academic and occupation or career-oriented studies. In addition, however, it increasingly includes ingredients intended to preserve the language, history, traditions or other aspects of the cultural heritage of the Indian student's own tribe.

Prior to the passage of Indian Education Act of 1972, the major role of the federal government in Indian education was reflected in three important enactments; the Johnson-O'Malley Act of 1934, the Impact Aid measure of 1950 (P.L. 874), and Title I of the Elementary and Secondary Education Act of 1965 (ESEA), and their amendments.

The Johnson-O'Malley Act provided funds for educational, medical, social and agricultural assistance to Indians. The Impact Aid measures were intended to compensate local school districts for funds they lose because of the tax exempt status of federal property and for the expenses they incur because of the presence of federal installations and activities. Title I of ESEA provided financial assistance to disadvantaged children.

The Indian Education Act of 1972 differs from all of the above Acts in that it has been designed specifically to emphasize Indian education and Indian community involvement, participation and control in the local use of federal funds. This Act exemplifies the need for federal involvement in the role of assisting in the development of Indian education.

2.1.2 Enactment of the Enabling Legislation

The Indian Education Act of 1972 was signed into law on June 23, 1972. The Senate Appropriations Committee voted $36 million for the fiscal year 1973, but this amount was reduced to approximately $18 million by a Joint House-Senate Conference Committee. In the Presidential budget for fiscal year 1974 (submitted in January 1973), the President proposed to eliminate the item. After extensive lobbying and legal action by Indian leaders and organizations, a court order was issued; it directed the Office of Education (USOE) to comply with the law and the wishes of Congress (and the Indian people) by implementing the Indian Education Act.

In FY-73, 495 projects were funded. Of these, 446 were funded under Part A at a total of $11.5 million. In all, 135,297 students participated in projects that were funded for $17.7 million.

In FY-74, 1,055 projects were funded for a total of $41.7 million. These projects served 212,938 students and included 877 Part A projects.

In FY-75, the number of projects increased to 1,071 for a total of $41.9 million. These projects served approximately 260,000 Indian students and included 870 Part A projects. During the first three years, the program emphasis underwent some significant changes.

The objectives of projects tended to move away from traditional academic subjects, which were predominant during the first year, and moved more toward culturally-oriented activities. These programmatic shifts, directed toward Indian Studies, student personnel activities, and curriculum reform, appear to be in response to more adequately satisfying special community needs and complying with the spirit of self-determination.

2.1.3 Provisions of the Indian Education Act

The Indian Education Act was enacted to provide supplementary federal assistance for educational programs intended to benefit Indian people. The following is a brief general description of the five parts of the Indian Education Act of 1972:

Part A - provides financial assistance to local education agencies (LEA's) and non-LEA's for supplementary elementary and secondary education programs designed to address the special education needs of Indian children.

Part B - authorizes grants to support planning, pilot, and dissemination projects; educational services not otherwise available; exemplary educational programs; pre-service and in-service training for educational personnel; and the dissemination of information and materials.

Part C - supports planning, pilot and demonstration projects designed to improve educational opportunities for adult Indians.

Part D - establishes in the U. S. Office of Education an Office of Indian Education under a Deputy Commissioner of Indian Education and provides for a new National Advisory Committee for Indian Education (NACIE) to be appointed by the President to advise on all matters concerning Indian education.

Part E - authorizes 5% of appropriated funds of the Higher Education Act for the preparation of teachers for Indian children with preference granted for the preparation of Indian teachers, and amends ESEA to permit the U.S. Commissioner to designate certain schools on or near reservations to be classified as "local education agencies" for purposes of the Act.

2.2 PURPOSE, FOCUS, AND OBJECTIVES OF THE STUDY

The following paragraphs describe the overall purpose of the study, its focus, the specific study objectives, and a brief description of the interim products of the study.

2.2.1 Purpose of the Study

The Study, entitled " A National Evaluation Survey of Projects Funded Under Title IV, Part A of the Indian Education Act of 1972", was performed under the authority of the General Education Provisions Act. It has been primarily directed toward an evaluation of the implementation of Part A projects, combined with a feasibility study to determine evaluation criteria which might support future impact studies. The Study sought to identify non-fiscal obstacles to Part A projects which may prevent them from achieving their full potential. Consequently, it was not the intent of this study to restate the shortcomings of the American educational system in meeting the special needs of Indian children, but rather, it was to document the progress made in relation to the funds committed.

2.2.2 Focus of the Study

The scope of this study has been restricted by the USOE to Part A projects alone. Part A had been given priority over the other parts because:

- Part A is the broadest effort in terms of funding and the number of programs and projects.
- Part A is Local Education Agency (LEA) based and USOE administered.
- Part A grants are likely to reach 2500 to 3000 LEAs in the near future, thus creating administrative concern in the U.S. Office of Education with regard to grant monitoring.
- Part A evaluation presents the opportunity to assess how the direct USOE-LEA system meets the challenge of the Congressional mandates of this portion of the Act.
- Part A evaluation offers the opportunity to determine the feasibility of incorporating Local Education Agencies' student assessment systems into a national evaluation model sufficiently rigorous to support future quantitative evaluations of Part A programs and projects.

PART A of the Indian Education Act provides financial assistance to local education agencies (LEA's) and non-LEA's for supplementary elementary and secondary education programs designed to address the special educational needs of Indian children. Under payments to local educational agencies, grants are awarded to LEA's on an entitlement basis according to the number of Indian or Alaskan Native students enrolled multiplied by the state average per pupil expenditure. Eligible applicants are those school districts with at least ten Indian pupils or, if less than ten, then the Indian enrollment must constitute one-half or more of the district's total enrollment. This eligibility requirement does not apply to districts serving Indian children in Alaska, California, Oklahoma, and those located on or near an Indian reservation.

Ten percent (10%) of the amount appropriated under Part A for LEA's is reserved for non-LEA's, defined as Indian schools on or near reservations which are not local educational agencies or have not been LEA's for more than three years. From this reserve, discretionary grants are awarded on a competitive basis to applicant eligible schools.

Part A of the Indian Education Act is consistent with the philosophy of the Indian Self-Determination and Education Assistance Act of 1975 which is intended to provide full participation by Indian people in programs designed to assist them. To illustrate, not only is parent participation through parent committees a requirement for an LEA to receive Part A funding, but Indian parents participate in the planning, budgeting, operation and evaluation of the program. The belief is that parent participation will improve not only the quality of the program, but more importantly, the educational achievement and attainment of Indian children.

The types of projects and programs which are funded under Part A of the Indian Education Act include:

(1) Planning and other steps in the development of programs specifically designed to meet the special educational needs of Indian children. These include pilot projects to test the effectiveness of any plans that are developed.

(2) Establishing, maintaining, and operating the several kinds of programs to serve the needs of Indian children. By special permission of the U.S. Commissioner of Education, this may include minor remodeling of classrooms (e.g., in a building already completed, money could not be spent for repairs or maintenance, but could be spent to extend utility lines and for acquisition of necessary equipment).

Part A is an entitlement program. Because of the unspecified nature of "the special educational needs" of Indians, LEA's may consider for inclusion activities that build upon or support the heritage, traditions, and life style of the community being served.

2.2.3 Objectives of the Study

There were four specific objectives for this study.

(1) to describe the projects funded through Part A of IEA and determine the degree to which activities undertaken in these projects were successful;

(2) to provide information to OIE for management and grant administration;

(3) to determine the feasibility of impact evaluation of the Title IV, Part A funding program and the funded progress at the student level.

(4)[1] to document the interrelationship of alternative federal programs that support educational programs for American Indians and to recommend legislative changes to create a more uniform approach;

2.2.4 Interim Products of the Study

In pursuit of the specific objectives outlined above, a number of interim products were developed. These products constitute results of preliminary research and design activities. These products have been submitted to the Project Officer, Dr. Emmett L. Fleming, Jr., Office of Planning, Budgeting, and Evaluation, U.S. Office of Education and may be available in the study files.

Specifically, these products include:

1. Report on USOE/BIA Administrative Personnel Interviews, Part A Application and Report Review, and Preliminary Site Visits;
2. Indian Education Legislative Literature Review;
3. Evaluation Literature Review;
4. Study Conceptualization Paper;
5. Study Sampling Design;
6. Data Collection Instruments;
7. Study Management Plan;

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[1] Because of the fact that only a limited amount of data concerning alternative federal programs to support Indian education could be found during the data collection phase of this Study, the results of the analyses regarding this objective proved inconclusive.

8. **OMB Justification and Clearance Package;**
9. **Data Collector Training Manual;**
10. **Data Processing Specifications;**
11. **Study Analysis Plan.**

SECTION III

STUDY METHODOLOGY

3.1 PRELIMINARY RESEARCH

In order to formulate a substantive and meaningful study design, preliminary research was conducted. This included review of existing applications and reports on Part A, interviews with cognizant USOE and BIA administrators, preliminary site visits to selected state and local education agencies, and exhaustive literature reviews. The following paragraphs provide information on these activities in more detail.

3.1.1 Gathering of Information from Indian Education Act (IEA) Audiences

3.1.1.1 USOE/BIA Staff Interviews

CTC conducted interviews with staff personnel from the Office of Indian Education (OIE) and the Office of Planning, Budgeting, and Evaluation (OPBE) in the U. S. Office of Education as well as staff personnel in the Education Division of the Bureau of Indian Affairs (BIA) who were cognizant of Indian education in general, and Part A in particular. The primary emphasis of the questions formulated in the interview guide were upon: (1) the types of policy and project issues which should be addressed by the national study; (2) the elements required to judge the Part A Program a success; (3) the objectives of the Part A program; and, (4) the funding format of the Part A program.

As a result of these interviews, information concerning the following points was gathered:

- definition of the relationship of Title IV, Part A to other federal programs;
- definition of the USOE/OIE/BIA roles in Indian Education;
- definition of the role of the parent committees;
- information about how Title IV monies are spent;
- perception of the essential elements for a project to be judged a success:
    - a comprehensive needs assessment;
    - clearly stated objectives; and
    - empirically based evaluation design.

3.1.1.2 Analysis of Part A Project Applications and Project Reports

An analysis of the FY-74 Part A applications and project reports was conducted at the U. S. Office of Education utilizing original source documents submitted by local education agencies. The results of this analysis provided information concerning:

1. the distribution of needs reported by LEA's in their applications;
2. a description of the kinds of data utilized in the needs assessments required by OIE;
3. a description of the needs assessment procedures utilized by the LEA's;
4. the degree of congruence between objectives reported in the applications and objectives evaluated in the project reports;
5. a description of the kinds of data utilized in the final evaluations of Part A projects;
6. the relative completeness of these data; and
7. a summary of available data which reported directly upon academic achievement of Part A participants.

The results of the analysis of the applications and the project reports were somewhat discouraging, in that they lacked the potential for identifying criterion measures on a national level in the academic or affective domains.

The applications review revealed the following information:

(1) needs assessment methodology was not described in the majority of the applications;

(2) the methodology for needs assessment commonly reported in the applications was limited to survey questionnaires, interviews of parents, analysis of test scores and teacher referrals;

(3) survey data was suspect because of a large percentage of no responses;

(4) vagueness regarding how achievement tests were used in the determination of objectives, in the identification of schools to participate and in the selection of students to participate in the program;

(5) a gap was evidenced in the logic which sought to associate objectives directly with assessed needs;

(6) there was semantic disagreement between parent committees and project staff in the perception of and terminology used to describe project goals and objectives.

The project reports review revealed the following information:

(1) approximately 32% of the reports in the sample were not available for review;

(2) very few of the reports reviewed used more than one type of data; and,

(3) the aggregation of projects for review was hindered considerably because of a great diversity in project objectives, and a degree of incompleteness and lack of structure of the project evaluation reports.

3.1.1.3 Preliminary Site Visits

In addition to the examination of reports and applications and the interviews with USOE/BIA personnel, a series of preliminary site visits were made to a selected sample of state and local education agencies. The purpose of these visits was to determine the extent to which data concerning federal funding for Indian education were available. In addition, research into how data were collected, stored, and utilized was done. One of the expected results of these visits was to provide input for the design and development of data collection instrumentation.

The results of these visits showed that much of the data required for an exhaustive study were either unavailable or unavailable in a format which was easily accessible. Therefore, the data, especially in the areas of financial data, enrollment data and participation data in federally funded programs was somewhat limited.

3.1.2 Review of the Literature

In an attempt to gather meaningful information which could support the design of the study, a series of literature reviews were conducted.

Literature concerning the state-of-the-art in evaluation, in general, and of evaluation models and methodologies, in particular, were studied in an attempt to gain insight into the most appropriate models and methodologies to be used in a major evaluation study of Indian education projects. Literature concerning the major pieces of federal legislation which relate to the treatment of Indian peoples was also reviewed in order to gain an insight into the myriad vehicles enacted by the U. S. government to provide services to the Indian people.

In conducting the evaluation literature review, the following major evaluation studies were researched: (a) Importance of Aid to States in Title VI, Education of the Handicapped Act - Part B; (b) attempts to evaluate ESEA, Title I - A Summary of the Belmont System, Longitudinal Evaluation of the Sustaining Effects of ESEA, Title I, and ESEA, Title I Local Models; (c) The Longitudinal Evaluation of the Emergency School Aid Act - First Year Report; and (d) The Longitudinal Evaluation of Follow Through.

As a result of this comprehensive review, conclusions were reached which demonstrated inherent problems associated with existing evaluation models. However, much information was gained concerning models and methods which might be tailored for use in the conduct of an evaluation study of Indian education projects.

In conducting the legislative review, there was a comprehensive effort to research legislation as well as studies which affect Indians beginning with the Meriam Report in 1928. The studies researched included: Meriam (1928), Brophy-Aberle (1966), Kennedy (1969), Havighurst (1970), NAACP (1971), and ACKCO (1974).

In addition, legislation affecting Indians was traced through the Bureau of Indian Affairs (BIA), the U. S. Office of Education (USOE), the Department of Health, Education, and Welfare (DHEW) (Office of Native American Programs - ONAP), and the Department of Labor.

The conclusions reached, as a result of this legislative literature review, show that: (1) administrative priorities of the federal government do not always coincide with community priorities; (2) the state education agency plays a turnkey role in the funding of educational programs which benefit Indian people; (3) the relationship between the Indian and non-Indian communities impacts the effectiveness of federal programs substantially; (4) that, with the passage of time and legislation, new programs have been legislated to treat the same needs identified by Meriam in 1928; (5) that, with the passage of time and legislation, the Indian communities have become increasingly aware of the leverages they hold in dealing with the local school system. These communities have begun to assert their rights to share in decision-making activities.

3.2 Design of the Study

Based on the preliminary research conducted during Phase I of the study, an evaluation strategy was developed, a sampling framework was established, and survey management and data analysis plans were generated. The following paragraphs address this design phase.

3.2.1 Evaluation Strategy

The evaluation strategy called for the survey of various cognizant audiences involved in Title IV, Part A projects and associated federal programs which impact Indian education activities. These audiences were identified as: (a) eligible, funded Title IV, Part A project sites — pertinent project data, as well as LEA demographic and fiscal data was dollected in order to describe the projects; (b) eligible, non-funded Title IV, Part A project sites — this audience constituted a matched sample to the funded sites and was surveyed in order to determine reasons for non-participation; (c) project grantees from the HEW-administered Office of Native American Programs (ONAP) — these grantees were surveyed in order to provide corroborative perceptions of educational needs of Indian children. Further information concerning the density stratification, grant size stratification, and numbers of each audience included in the sample is presented later in this section (see Section 3.2.2 - Sampling Design).

In order to achieve the objectives of the study, the evaluation strategy called for the collection of certain data which were known to be available based on the preliminary research activities. These data included: (a) district-wide demographic, educational and financial data from the central administration of the LEA; (b) project-specific data, including objectives and organization, from the project director; (c) classroom and pupil-centered data from the project staff; (d) information about parent committee activities and community involvement from members of the parent committee; (e) information about needs of Native Americans from project staff, parent committee members and representatives of the Indian community; (f) reactions to the effectiveness of the funded projects from the project director, the project staff and members of the parent committee; and (g) district-wide academic records for the feasibility study from LEA archives.

In order to most effectively and efficiently collect these data, seven data collection instruments were developed and field tested. After undergoing minor revisions, as a result of the field test, the following finalized data collection instruments were prepared for field use: (a) Project Director Interview Guide, which included biographical information, needs assessment documentation information, project implementation procedures, target population data, project staff data, non-instructional resource data, trend data on pupils and staff, perceived impact of projects, assessment of pupil needs and program management effects; (b) Project Staff Questionnaire, which included biographical information, project description, participation data, perceived impact information, and assessment of pupil needs; (c) Assessment of Pupil Needs, which requested information concerning pupil needs. This instrument was administered to the universe of 170 Office of Native American Program (ONAP) Centers across the country; (d) Parent Committee Interview Guide, which included parent activity information, perceived impact information, assessment of pupil needs, and program management effects; (e) LEA Information Package, which included pupil membership and participation data, staffing information, and fiscal information; (f) Pupil Data Retrieval Form designed to gather archival data for a fixed sample of 30

Native Americans and 30 non-Native Americans at specific grade levels for the feasibility test; (g) Non-Funded Site Questionnaire, which retrieved information about school districts eligible to receive Title IV, Part A, but not funded during 1976-77. The base year of the study was 1976-77. However, in the interest of retrieving, if possible, trend data, certain bits of data were collected for the years 1974-75 and 1975-76. Subsampling techniques utilizing these data collection instruments is presented in the next section (See Section 3.2.2).

3.2.2 Sampling Design

Two sampling designs were developed. The preliminary design called for the sampling of 210 eligible funded Part A projects within ten geocultural regions and within three density strata: urban, rural (high density), and rural (low density). The preliminary sampling design was modified, however, at the request of the Office of Management and Budget (OMB) to include an additional specific stratification: grant size. This was done because it was felt that the original sampling design did not include the maximum number of projects funded at amounts larger than $50,000. Consequently, the design was modified to include this stratification.

The following paragraphs describe the modified sampling design in detail.

Size of Grant

When Federal programs have an entitlement-based delivery system the size of the grant is highly correlated with the size of enrollment of the grantees and is inversely correlated with the frequency of grantees falling into strata based upon enrollment. Hence, in the evaluation of these programs, it is often politically and logically useful to choose a sample that includes most of the large projects and consequently covers a large percentage of the grant money. In the design of this sample, the largest projects are taken with certainty. The sampling fraction is then decreased with movement down the enrollment strata. Finally, only a fraction of the large number of small projects are required in order to have both a nationally representative sample and a sample covering a large percentage of the grant funds.

Unfortunately, grant size and district enrollment are not highly correlated for Title IV, Part A of the Indian Education Act. Instead, the size of the grant is correlated with the size of Indian enrollment. This relationship does not occur simultaneously with the reciprocal relationship of being inversely correlated with frequency of number of districts within size strata. Tables III-1 and III-2 display the distribution of grant sizes with two of the proposed stratification variables.

TABLE III–1
DISTRIBUTION OF TITLE IV, PART A LEA GRANTS BY GRANT SIZE AND BY RURAL/URBAN STRATA

Rural/Urban High/Low Density Size of Grant	Urban	Rural – High Density	Rural – Low Density	Margin Totals Grant Size
$50,000 or greater	35	59	4	98
$10,000 – $50,000	71	204	79	354
$10,000 or less	72	108	181	361
Rural/Urban Totals	178	371	264	814

TABLE III–2

DISTRIBUTION OF LEA GRANTS BY GRANT SIZE AND BY GEO-CULTURAL REGION

Geo-cultural Regions / Size of Grant	1. Alaska	2. Pacific NW	3. Pacific SW	4. Rocky MTs.	5. Int. SW	6. N. Central	7. Upper Mid-West	8. Central SW	9. South-East	10. New England	Margin Grant Size
$50,000 or greater	11	11	9	3	22	14	5	16	2	5	98
$10,000 – $50,000	12	39	45	43	27	56	20	94	11	7	354
$10,000 or less	2	30	70	33	16	102	21	67	11	9	361
Geocultural Region Marginal Totals	25	80	124	79	65	172	46	177	24	21	813

With the exception of Alaska, there was to be little or no correlation between grant size and either of the stratification variables. The distribution of the grant sizes is shown in Table III-3. (Notice that if all of the large grants (98) were taken with surety, then only 52% of the total program dollars would be explained.)

TABLE III–3
DISTRIBUTION OF PROJECTS BY GRANT SIZE

Number of Projects	Grant Size	Percent of Program Dollars Included
361	$10,000 or less	8%
354	$10,000 to $50,000	40%
98	$50,000 or greater	52%
814	all	100%

Table III-4 shows the distribution of the sample originally proposed by CTC.

TABLE III–4
DISTRIBUTION OF SAMPLE BY GRANT SIZE

Number of Projects	Grant Size	Percent of Program Dollars Involved	Sampling Fraction
95	$10,000 or less	2%	¼
92	$10,000 to $50,000	10%	¼
23	$50,000 or greater	13%	¼
210	Total self-weighted sample	25%	¼

This originally proposed sample: (1) was self-weighting; (2) was representative geographically; (3) was stratified by the rural/urban variable; (4) explained 25% of the dollars; (5) allowed the investigation of the minimum grant issue across different types of grants; (6) did not require weights in the making of national projections or require separate analyses within strata; and (7) was representative of size of grant.

In order to revise the sampling plan, based on requests by OMB and OPBE, to increase the number of large projects, five types of investigation were made: (1) what happens to precision estimates when the number of small grants is reduced and the number of large grants increased?; (2) what happens when fifty additional sites are added to the sample to increase the amount of program money explained?; (3) what happens to the sample when reduction, increase and sample supplements are made?; (4) what kind of sample is required to meet the requirements of the RFP, OMB, and the restraints of science?; and,

(5) what would be a more realistic sample size of a sample design which satisfies a composite of the proposed criteria? Table III-5 shows the number of sites which have to be taken with certainty to explain 80% of the dollars, 70% of the dollars, 60% of the dollars, 50% of the dollars.

TABLE III–5
CERTAINTY REQUIREMENTS TO EXPLAIN PERCENTAGES OF PROGRAM DOLLARS

Number of Projects	Grant Size	For 80% Dollars	For 70% Dollars	For 60% Dollars	For 50% Dollars
98	$50,000 or greater	98	98	98	94
354	$10,000 to $50,000	248	159	71	0
361	$10,000 or less	0	0	0	0
814	all	336	257	169	94

A certainty sample of the largest projects larger than the sample originally proposed would be required to obtain either 70% or 80% inclusion of dollars. Hence, it was reasonable to rule these percentages out as absurd. The question then was what was a reasonable percentage to be required? 60%? 50%?; and what degree of costs in expanded analytic work should be tolerated to reach this percentage.

To answer these questions, the precisions and confidence intervals of the originally proposed sample across size of grant, the rural/urban stratification variable, and the geo-cultural regions were reviews and presented as follows:

PRECISION ESTIMATES
(Assume $p < .50$ as the sample proportion)

(Size of Grant and Rural/Urban Stratification)

Strata	Sample Size	Standard Error	95% Precision Range
$50,000 or greater	23	.064	.5 ± .183
$10,000 to $50,000	92	.045	.5 ± .088
$10,000 or less	96	.043	.5 ± .084
Urban	46	.064	.5 ± .125
Rural High Density	96	.044	.5 ± .086
Rural Low Density	68	.053	.5 ± .103
Total	210	.030	.5 ± .058

(Geo-Cultural Region)

Region	Sample Size	Standard Error	95% Precision Range
1. Alaska	7	.18	.5 ± .34
2. Pacific NW	21	.10	.5 ± .19
3. Pacific SW	32	.08	.5 ± .15
4. Rocky Mts.	20	.10	.5 ± .15
5. Interior SW	17	.11	.5 ± .21
6. N. Central	43	.07	.5 ± .13
7. Upper Midwest	12	.13	.5 ± .25
8. Central SW	46	.06	.5 ± .13
9. Southeast	6	.19	.5 ± .38
10. New England	5	.22	.5 ± .42
Total	210	.03	.5 ± .06

The OMB and OPBE request for revising the sampling plan involved reducing the number of small (funded) grants and an increase in the number of large (funded) grants. Table III-6 shows the greatest reduction that could be allowed to enable any investigation of minimum grant size issues and the greatest increase in the largest sites since projects above $50,000 would be taken with certainty.

TABLE III–6
MINIMUM SAMPLE OF SMALL PROJECTS

Number of Projects	Grant Size	Percent Dollars	Fraction
63	$10,000 or less	1.4	3/17
62	$10,000 to $50,000	7.0	3/17
98	$50,000 or greater	45.8	1
223	total sample	60.4	1/4

Precisions Estimates:

Strata	Sample Size	Standard Error	95% Precision Range
$50,000 or greater	98	.018	Census
$10,000 to $50,000	62	.05	.5 ± .098
$10,000 or less	63	.05	.5 ± .098

Strata	Sample Size	Standard Error	95% Precision Range
Urban	66	.05	.5 ± .98
Rural High Density	108	.040	.5 ± .079
Rural Low Density	49	.064	.5 ± .125

Strata	Sample Size	Standard Error	95% Precision Range
1. Alaska	14	.12	.5 ± .23
2. Pacific NW	23	.10	.5 ± .19
3. Pacific SW	30	.09	.5 ± .18
4. Rocky Mts.	17	.12	.5 ± .23
5. Interior SW	29	.08	.5 ± .15
6. N. Central	42	.08	.5 ± .15
7. Upper Midwest	11	.13	.5 ± .25
8. Central SW	43	.07	.5 ± .13
9. Southeast	6	.19	.5 ± .38
10. New England	8	.19	.5 ± .38

The Sample Frame

The population to be sampled was the set of 845 local education agencies (LEA's) which were receiving funds under the Indian Education Act, Title IV, Part A, as of December 1, 1975. The population thereby excludes LEA's which had been funded since December 1, 1975, which had programs too recently funded to afford effective evaluation. The population so defined included some LEA's which had failed to resubmit for funding; sampling non-refunded districts added valuable information to the recommendations for changes in Part A funding procedures.

In operational terms, the sampling frame included a computerized list, entitled "Office of Indian Education/Summary of Funded Districts (Part A LEA) Run Date: 12/1/75." This list included 845 LEAs in 36 states. Several projects, however, were excluded from the sampling frame in order to reduce the cost of data collection. The projects which were excluded were few in number, generally small, and were located in states in which there were few Indians. Specifically, CTC eliminated from the frame 32 LEA's in the following states: Alabama (3), Arkansas (1), Delaware (1), Iowa (3), Louisiana (8), Maryland (6), Massachusetts (4), Ohio (2), Virginia (3), and West Virginia (1). The actual sampling frame was reduced, therefore, to 813 LEA's. Sampling those LEA's marked for exclusion from the frame would necessitate in some cases, travel to, and collection of data from, a single LEA within a state. Such inefficiency was to be avoided. Excluding the 32 LEA's did not affect the nationwide representativeness of the sampling: the 813 LEA's remaining in the operational sampling frame represented 96 percent of all funded projects; over 97 percent of grant monies were included in the sampling frame; and 97 percent of eligible Indian pupils in funded projects were included.

Stratification

The list of funded projects included in the sampling frame contained the following information: for each LEA there were USOE system numbers and log numbers, the school district name, the mailing address, the city name, the state, the zip code, the 1975 total student enrollment, the 1975 Indian student enrollment, and the amount of the 1975 grant. Using these items of information, the 813 LEA's were stratified on the following basis: (1) Urban LEA's were those LEA's that were in urbanized areas, as defined by the Bureau of the Census (1972).* "An urbanized area consists of a central city, or cities (of 50,000 inhabitants or more), and surrounding closely settled territory" (Census, 1972: XIII). Application of this stratification criterion presented little difficulty when the LEA coincided with, or is included within, a town or incorporated area. However, when the LEA coincided with a county, part of which may have been in an urbanized area, and part outside, a classification decision based on proportionate distribution of the population was employed. Of the 813 LEA's in the population, 178 were urban. (2) Rural High-Density Indian LEA's were districts that were outside urbanized areas. Furthermore, within the LEA, Indians comprised 10 percent or more of the total number of pupils enrolled in school year 1975. This stratum included, more or less, rural school districts in which Indians were densely concentrated. For example, 22 of the 25 funded LEA's in Alaska were in this stratum, as were 130 of Oklahoma's 168 funded districts. In all 26 states, there were 371 LEA's in the rural high-density Indian stratum. (3) Rural Low-Density Indian LEA's were districts that were outside urbanized areas in which Indian pupils comprised less than 10 percent of the total number of students enrolled in 1975. There were 264 LEA's in this stratum. The 10 percent criterion was adopted upon consideration of the findings of a recent USOE/BIA study (Emery et al., "A Study of the Impact of Federal Funds on Indian Education," p. 35.) which demonstrated that Indian-related funding patterns differed between LEA's with greater than 10 percent Indian pupils and those with less than 10 percent.

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*Urban LEAs were stratified separately due to the different pattern-of-living that Native Americans experience in an urban environment. Job situations were different in the sense of non-association with the land. Living adjustments in the city were completely different from the communal type living generally experienced in a rural setting. Generally, Native Americans in an urban situation were dispersed and difficult to locate.

Within each of the three primary strata, the LEA's were classified by geographic region. The regional breakdown employed here corresponded closely to that developed by R. D. Gastil. The regional substratification not only divided LEA's into geographically distinct areas, but into cultural regions as well. Gastil contends that:

> . . . It is useful to divide the country into cultural regions as defined primarily by variations in the cultures of the peoples who dominated the first settlement and the cultural traits developed by these people in the formative period (where these are significant), and secondarily by variations in the cultures of peoples that dominated later settlements, as well as cultural traits developed subsequently. Regions will be defined where there are large areas of relative homogeneity in these factors, and regional borders will be placed, when possible, where there are significant discontinuities (Cultural Regions of the United States, pp. 26-27).

Closely matching Gastil's cultural regions, a classification employing ten regions was adopted. Alaska was included by itself as one geocultural stratum because there were only 25 funded LEA's in the state. These 25 LEA's did not represent a number sufficient to represent additional strata. The following represents the geocultural strata classifications:

Region	Name	States
1	Alaska	Alaska
2	Pacific Northwest	Oregon, Washington
3	Pacific Southwest	California, Nevada
4	Rocky Mountain	Colorado, Idaho, Montana, Utah, Wyoming
5	Interior Southwest	Arizona, New Mexico
6	North Central	Illinois, Michigan, Minnesota, Wisconsin
7	Upper Midwest	Nebraska, North Dakota, South Dakota
8	Central Southwest	Kansas, Oklahoma, Texas
9	Southeast	Florida, North Carolina
10	New England	Maine, New York

The number of LEA's within each stratum by region were:

Region	Urban	Rural High Density	Rural Low Density	Total
1	--	22	3	25
2	19	22	39	80
3	52	29	43	124
4	16	41	22	79
5	14	41	10	65
6	46	34	92	172
7	4	31	11	46
8	16	139	22	177
9	7	6	11	24
10	4	6	11	21
Total	178	371	264	813

The purpose of using the geocultural (regions) stratification was to ensure that the diversity of Indian cultures was covered by this study. In addition, this stratification assured the inclusion of Title IV projects serving tribes located primarily in a specific region of the United States, e.g., Eskimos in Alaska and Seminoles in Florida. Tribes, such as the Eskimo and Seminole, possess a cultural uniqueness which may have included factors such as religion and language which interacted with the effectiveness of particular Title IV project components.

The final ordering, within the three primary strata, within the ten geocultural regions, was by the size of the LEA's 1975 Part A grants, from lowest to highest. Because Part A funds were prorated by the number of Indian pupils, the ranking by size of grant also ranked, within regions and strata, by size of Indian pupil population.

The sampling frame, therefore, consisted of an ordered list of 813 LEA's. At the head of the list was the urban LEA receiving the smallest Part A grant in either Oregon or Washington (Alaska did not have an urban LEA), namely, David Douglas LEA ($5,367.24) in Portland, Oregon. At the bottom of the list was the New England rural low-density Indian LEA receiving the largest grant, namely, Akron Central LEA, Akron, New York ($22,161.43).

Sampling Procedure

The size of the sample was 223 LEA's. A sample of 223 allowed for nationwide estimates for all funded urban LEA's, rural high-density Indian LEA's, and rural low-density Indian LEA's with a precision of 10 percent around proportions near .50 with 95 percent confidence.

The symbol "k" commonly denotes the selection interval in systematic samples (Kish, Survey Sampling, New York: 1965, P. 113). In the sample k = 715/125 = 5.72. A random start from 1 to k = 5.72 imparts to each LEA the selection probability of f- 1/k = n/N = 3/17. All sites with grants $50,000 or greater were taken with certainty. There were 98 of these, making the total sample size equal 223.

A problem arose in this systematic sample in that the sample size, N, was not an integral multiple of k. The most convenient solution was to use fractional intervals. Selecting a random number from 1 to 5.72, the interval, k, was applied thereafter. These numbers were rounded down by eliminating the decimal digits, obtaining exactly n = 125 LEA's. (A complete discussion of these procedures may be found in Kish, op. cit., p. 116).

Precisions of the Sample

Since the predominance of analytic questions involved the comparison of proportions of several potential criteria across the sample and since it appeared useful to generate conservative comparisons, sample size estimates were generated using the formula for the comparison of proportion at its most conservative point, where p = q = .50. In accordance with the detailed sampling design based on Kish (1965: 115 ff.), Sudman (1956: 56), and Deming (1966: 353), a systematic sampling procedure with a random start was utilized. Assuming a sample proportion of p = .50 and using a simple-random sample formula[1] for the computation of the standard errors,[2] the estimated standard error and 95 percent ranges of precision for the three strata were:

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[1] Kish, (Chapter 4 Page 118) if a systematic sample is selected from an alphabetical list of names, this would approximate a simple random sample except for the mild proportionate stratification effect associated with the starting initials. This effect may be negligible, particularly in element sampling, and especially for estimate of proportions. Thus for most lists the variance formula for simple random sampling can be utilized to calculate the variance in a systematic random start sample.

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[2] The standard errors were computed by:

$$se(p) = (1-f)\frac{pq}{n-1} \qquad se(p) = (1-.258)\frac{(.5)(.5)}{n-1}$$

Precisions Estimates:

Strata	Sample Size	Standard Error	95% Precision Range
$50,000 or greater	98	.018	Census
$10,000 to $50,000	62	.05	.5 ± .098
$10,000 or less	63	.05	.5 ± .098

Strata	Sample Size	Standard Error	95% Precision Range
Urban	66	.05	.5 ± .98
Rural High Density	108	.040	.5 ± .079
Rural Low Density	49	.064	.5 ± .125

Strata	Sample Size	Standard Error	95% Precision Range
1. Alaska	14	.12	.5 ± .23
2. Pacific NW	23	.10	.5 ± .19
3. Pacific SW	30	.09	.5 ± .18
4. Rocky Mts.	17	.12	.5 ± .23
5. Interior SW	29	.08	.5 ± .15
6. N. Central	42	.08	.5 ± .15
7. Upper Midwest	11	.13	.5 ± .25
8. Central SW	43	.07	.5 ± .13
9. Southeast	6	.19	.5 ± .38
10. New England	8	.19	.5 ± .38

[3] Precision ranges were computed by: $.5 \pm (1.96)\ se(p)$

[4] The standard errors were computed by:

$$se(p) = (1-f)\frac{pq}{n-1} \qquad se(p) = (1-.258)\frac{(.5)\ (.5)}{n-1}$$

[5] Precision ranges were computed by: $.5 \pm (1.96)\ se(p)$

This revised sampling design conformed to the OMB and OPBE requirements for revision. The changes made could still be defended from a statistical point of view.

The most important aggregation, of course, was for the entire nation. A sample size of 223 allowed estimates with a precision of six percent with 95 percent confidence. This, however, assumed only one proportional variable. Procedures existed to estimate required sample sizes for a number of stochastically independent proportional variables. A sample size of 223 allowed estimates with a precision of ten percent with 95 percent confidence for up to 65 stochastically independent variables. In sum, 223 LEA's provided a sample of sufficient precision for practically any contemplated number of variables in the evaluation aggregated nationally.

Variance Estimates

Theoretically, variances for systematic samples presented a considerable problem. Valid variance estimates required at least two random selections per stratum. But the systematic principal sample employed consisted of only one selection from each of 223 implicit strata. There were, however, a number of alternative practical computations available. CTC suggested using the successive difference method (Kish, op. cit., p. 119), which was easy to calculate with high speed computers. The variance of the mean was computed as:

$$\text{var}\ (Y) = \frac{1-f}{2n(n-1)} \mathop{}_{i}^{n-1} (Y_i - Y_{i+1})^2$$

A Note About (SPSS) Computing Formulas

It should be noted that standard errors computed in most packaged statistical programs assumed a simple random selection of elements. For example, the formula for the standard error of the mean used in the Statistical Package for the Social Sciences (SPSS) was:

$$se(\overline{Y}) = S^2_y/n\ ,$$

where,

$$S^2_y = \Sigma(Y-\overline{Y})^2/n-1.$$

Application of this formula implicity assumed that the finite population correction (fpc), (1-f) = (1 - n/N), was negligible. However, the fpc in this sample was not negligible. It was (1 - f) = .82. Therefore, even assuming simple random sampling, the SPSS estimate of the standard error of the mean overestimated the true standard error.

Design Effects

Moreover, application of the simple random sample (SRS) formula, even with the fpc correction, understated the true variance. This difficulty arose from employing the SRS formula when the successive differences method (see above) was to be preferred. However, the simplicity of using the SRS formula justified ignoring the differences between SRS variance estimates and the true sample variance.

If the ratio of the true variance to the fpc corrected SRS variance was nearly equal to 1.0, there was negligible improvement, and the SRS formula could be employed. This ratio is commonly called the design effect, and is defined as:

$$\text{Deff} = \frac{\text{var}(\overline{Y})}{(1-f)\, S_y^2/n}$$

where (in this case) var $(\overline{Y})$ is computed by the successive differences method, and S_y^2 was computed as in SPSS.

Subsampling Within the LEA

Analysis of the effectiveness of projects funded under Part A of the Indian Education Act implicitly assumed that the funded project was the unit of analysis. This sampling plan makes that assumption explicit. Selection of the LEA as the unit of analysis was a compromise made necessary by the study's multiple purposes. At one level of analysis, information was gathered about Native American pupil participants. At another level information was gathered about the project. Analysis at both levels could not be accomplished easily without weighting, unless the probabilities of selection of respondents was equal within the LEA.

A total of seven data collection instruments were utilized in this study in subsampling. The instruments are identified as follows:

1. Project Director Interview Guide - administered to the Project Director (1).
2. Project Staff Questionnaire - administered to a maximum of four (4) staff.
3. Office of Native American Needs Assessment Survey - administered by ONAP grantee (1).
4. Parent Committee Interview Guide - administered to a maximum of two (2) members.
5. LEA Information Package - administered to appropriate LEA personnel (1).
6. Data Retrieval Form - administered to appropriate LEA personnel (1).
7. Non-Funded Site Questionnaire - administered to Superintendent of Schools (1).

3.2.3 Survey Management Plan

This survey management plan outlines in "step fashion" the activities which were conducted by Communication Technology Corporation (CTC) and its sub-contractors/consultants (SC/C) during the data collection effort (Phase II). This plan incorporates a "lead man" concept by the sub-contractors in order to clearly establish lines of communication, scheduling, logistics, distribution and collection of data collection instruments. It also outlines the overall plan for CTC to effectively manage and monitor the efforts of the sub-contractors as they implemented the data collection.

Sub-contractors and consultants were selected and contracted with, based on a series of criteria, not the least important of which was their culturally matching (as closely as possible) the respondents in the sampled local education agencies (LEA's). This narrative will serve to explain the attached chart (see Exhibit III-1) diagram which outlines the activities of the data collection effort.

Survey Management Activities

1. CTC Finalizes Contractual Agreements with Sub-Contractors and Consultants

Subsequent to final sample selection, CTC formalized all agreements with subcontracting individuals and/or firms. These contractual agreements specified responsibilities, sites to be visited, a projected timeline for on-site visits, and the anticipated subcontractor staff requirements. Included in these agreements were the subcontractor's statement for services in response to CTC's Request For Proposal (RFP). In these statements, the sub-contractor projected a proposed work plan to be revised and finalized shortly after contract award.

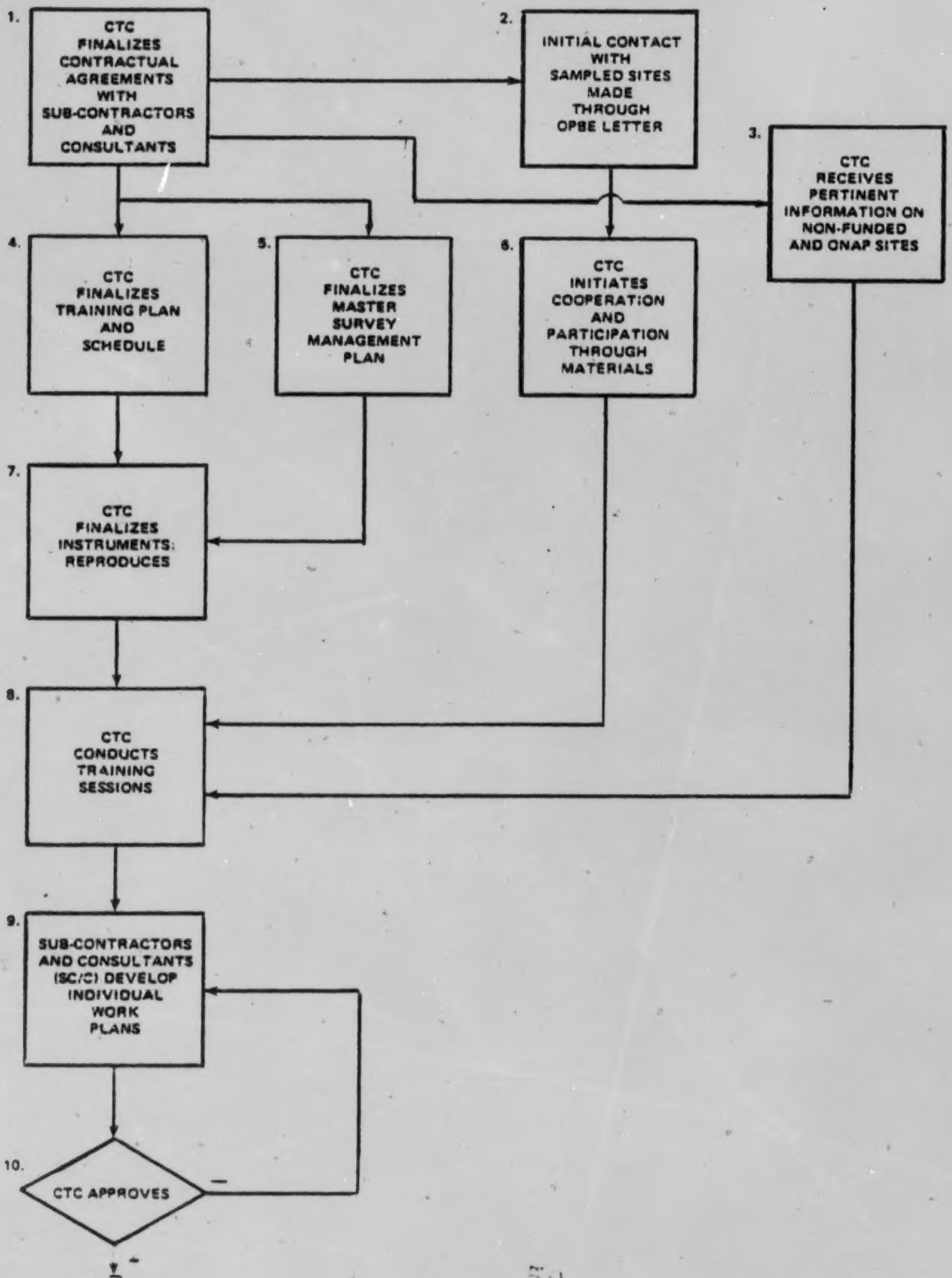
2. Initial Contact with Sampled Sites Made Through OPBE Letter

Immediately upon the final sample selection, CTC sent a letter to all sites in the sample under USOE letterhead. This letter advised the Superintendent of Schools and Title IV Directors in each sampled LEA that they had been selected to participate in the study and that they would be receiving explanatory materials in the mail.

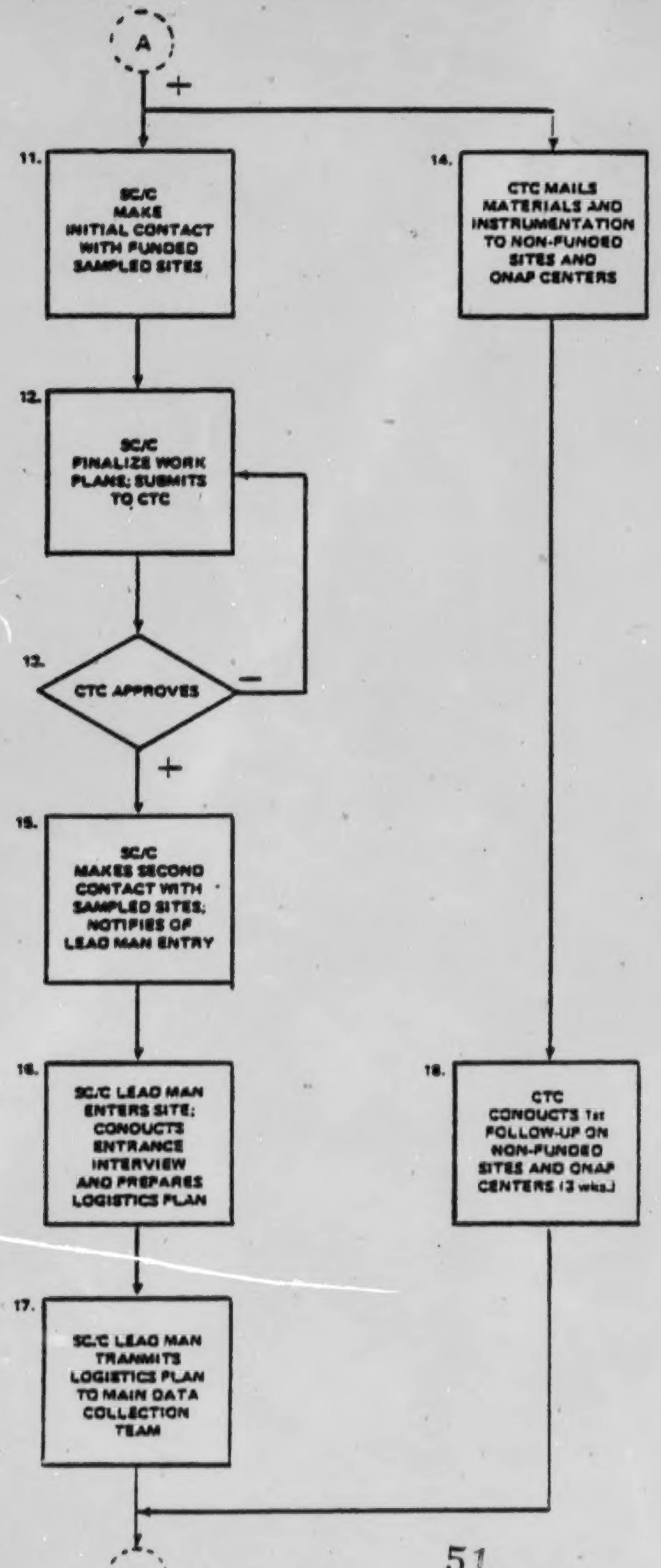
3. CTC Receives Pertinent Information on Non-Funded Sites and Office of Native American Programs (ONAP) Centers.

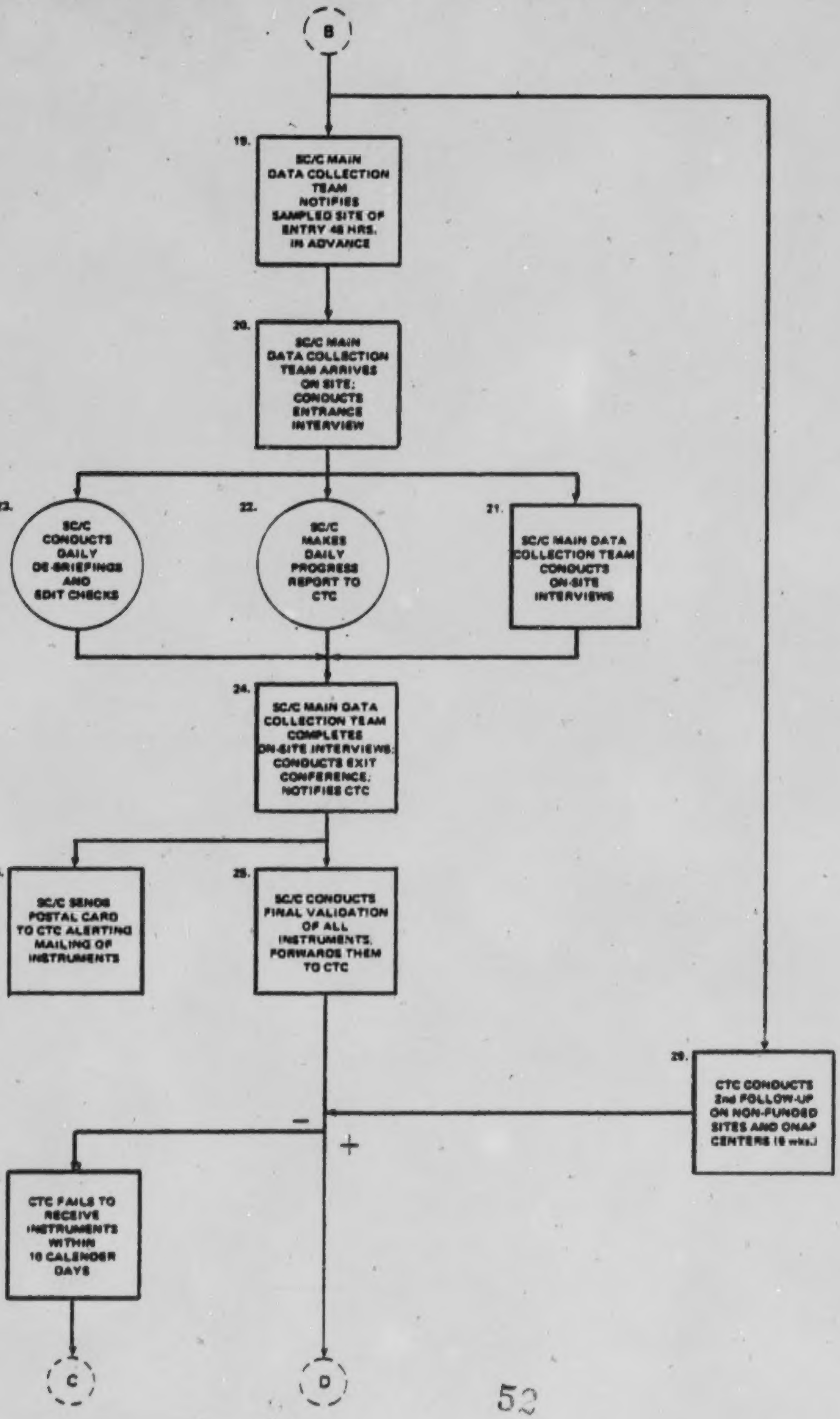
Subsequent to the sample selection of funded sites, CTC sought to match, as closely as possible, these funded sites with non-funded (but eligible) sites, for the purpose of comparison. This matching was based on size of LEA, enrollment, number of Native American pupils, as well as other variables.

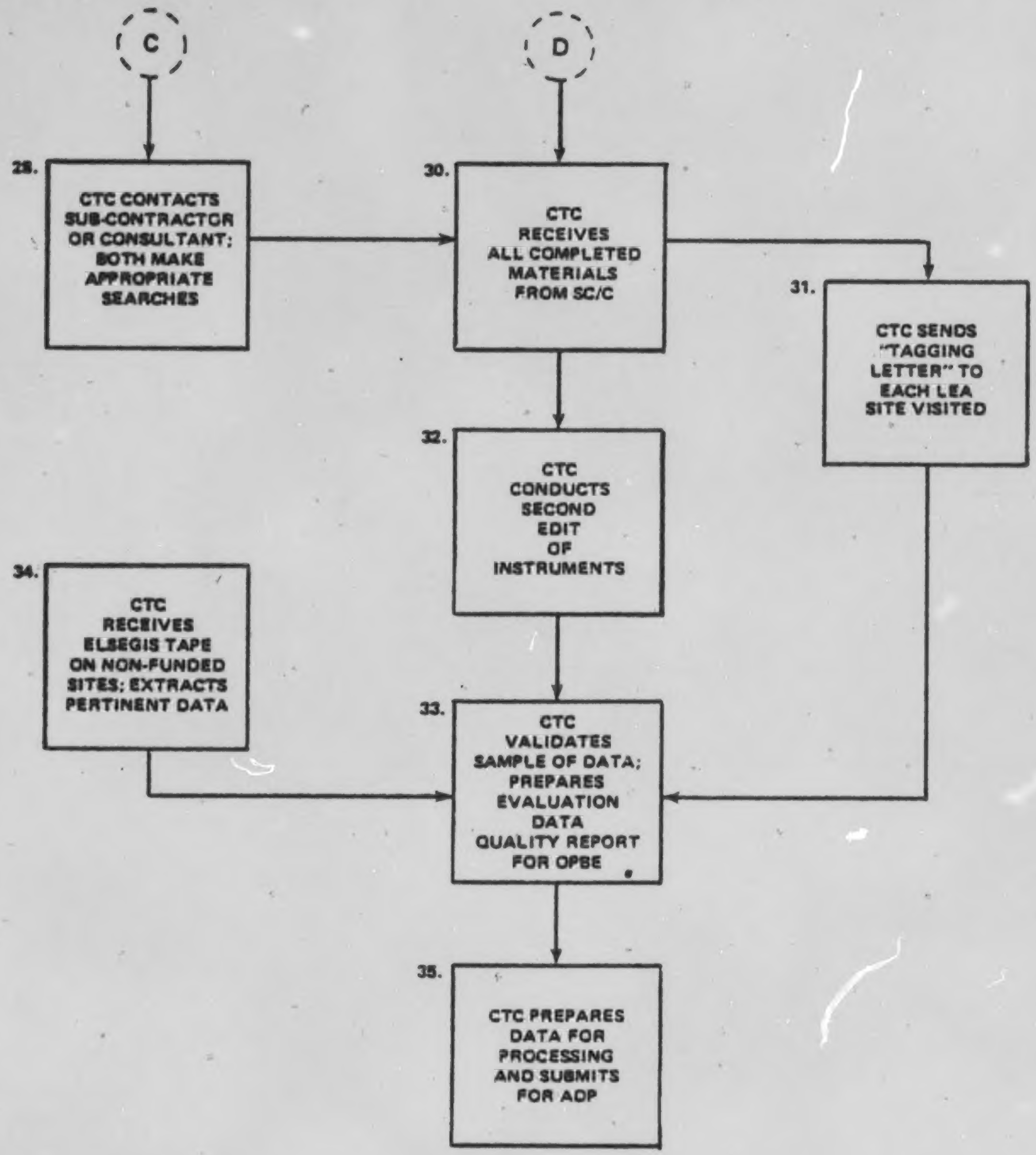
EXHIBIT III-1
SURVEY MANAGEMENT


1.
CTC FINALIZES CONTRACTUAL AGREEMENTS WITH SUB-CONTRACTORS AND CONSULTANTS
2.
INITIAL CONTACT WITH SAMPLED SITES MADE THROUGH OPBE LETTER
3.
CTC RECEIVES PERTINENT INFORMATION ON NON-FUNDED AND ONAP SITES
4.
CTC FINALIZES TRAINING PLAN AND SCHEDULE
5.
CTC FINALIZES MASTER SURVEY MANAGEMENT PLAN
6.
CTC INITIATES COOPERATION AND PARTICIPATION THROUGH MATERIALS
7.
CTC FINALIZES INSTRUMENTS: REPRODUCES
8.
CTC CONDUCTS TRAINING SESSIONS
9.
SUB-CONTRACTORS AND CONSULTANTS (SC/C) DEVELOP INDIVIDUAL WORK PLANS
10.
CTC APPROVES
–
+
A

50


A
+
11.
SC/C MAKE INITIAL CONTACT WITH FUNDED SAMPLED SITES
14.
CTC MAILS MATERIALS AND INSTRUMENTATION TO NON-FUNDED SITES AND ONAP CENTERS
12.
SC/C FINALIZE WORK PLANS; SUBMITS TO CTC
13.
CTC APPROVES
−
+
15.
SC/C MAKES SECOND CONTACT WITH SAMPLED SITES; NOTIFIES OF LEAD MAN ENTRY
16.
SC/C LEAD MAN ENTERS SITE; CONDUCTS ENTRANCE INTERVIEW AND PREPARES LOGISTICS PLAN
18.
CTC CONDUCTS 1st FOLLOW-UP ON NON-FUNDED SITES AND ONAP CENTERS (3 wks.)
17.
SC/C LEAD MAN TRANMITS LOGISTICS PLAN TO MAIN DATA COLLECTION TEAM
B


B
19.
SC/C MAIN DATA COLLECTION TEAM NOTIFIES SAMPLED SITE OF ENTRY 48 HRS. IN ADVANCE
20.
SC/C MAIN DATA COLLECTION TEAM ARRIVES ON SITE; CONDUCTS ENTRANCE INTERVIEW
23.
SC/C CONDUCTS DAILY DE-BRIEFINGS AND EDIT CHECKS
22.
SC/C MAKES DAILY PROGRESS REPORT TO CTC
21.
SC/C MAIN DATA COLLECTION TEAM CONDUCTS ON-SITE INTERVIEWS
24.
SC/C MAIN DATA COLLECTION TEAM COMPLETES ON-SITE INTERVIEWS; CONDUCTS EXIT CONFERENCE; NOTIFIES CTC
26.
SC/C SENDS POSTAL CARD TO CTC ALERTING MAILING OF INSTRUMENTS
25.
SC/C CONDUCTS FINAL VALIDATION OF ALL INSTRUMENTS, FORWARDS THEM TO CTC
29.
CTC CONDUCTS 2nd FOLLOW-UP ON NON-FUNDED SITES AND ONAP CENTERS (6 wks.)
−
+
27
CTC FAILS TO RECEIVE INSTRUMENTS WITHIN 10 CALENDER DAYS
C
D


C
D
29.
CTC CONTACTS SUB-CONTRACTOR OR CONSULTANT; BOTH MAKE APPROPRIATE SEARCHES
30.
CTC RECEIVES ALL COMPLETED MATERIALS FROM SC/C
31.
CTC SENDS "TAGGING LETTER" TO EACH LEA SITE VISITED
32.
CTC CONDUCTS SECOND EDIT OF INSTRUMENTS
34.
CTC RECEIVES ELSEGIS TAPE ON NON-FUNDED SITES; EXTRACTS PERTINENT DATA
33.
CTC VALIDATES SAMPLE OF DATA; PREPARES EVALUATION DATA QUALITY REPORT FOR OPBE
35.
CTC PREPARES DATA FOR PROCESSING AND SUBMITS FOR ADP

In addition, CTC identified the one hundred seventy urban ONAP centers for inclusion in the study. The pertinent information concerning these sites included: the name and address of the Superintendent of Schools/ONAP Director, validation of non-funded status (for non-funded LEA's), and LEA's served by ONAP centers.

4. CTC Finalizes Training Plan and Schedule

CTC finalized training plans and schedules for subcontractors in order to most effectively implement the process of familiarizing all subcontractors with an in-depth purpose of the study, protocol, management procedures and activities, and the data collection instrumentation. These plans and schedules were distributed to each subcontractor in sufficient time to negate any other commitments the subcontractors may have had.

5. CTC Finalizes Master Survey Management Plan

Based upon the final training plans and schedules and the selection of subcontractors, CTC finalized its Master Survey Management Plan in order to insure optimum management effectiveness.

6. CTC Initiates Cooperation and Participation Through Materials

CTC sought the cooperation and participation of the funded sites in the sample by sending them, along with the initial OPBE letter, a packet of materials concerning the purposes and objectives of the study, the kinds of data that were necessary to be collected, the anticipated respondent burden, and the anticipated time frame and schedule of the data collection effort. It also included notice of the fact that a subcontractor would soon be contacting them to finalize a schedule for the data collection visit.

7. CTC Finalizes Instruments; Reproduces

Consequent to the OMB approval cycle, CTC finalized all data collection instruments, reproducing and packaging sufficient quantities for distribution to the data collectors (subcontractors) during the training sessions.

8. CTC Conducts Training Sessions

CTC conducted formal 1-2 day training sessions for all subcontractors at strategic geographic locations throughout the United States.

The subcontractors were trained in the following:

a. background of the study, including purposes/objectives;
b. sample design;
c. on-site visitation procedures;
d. interview techniques;
e. data handling and reporting procedures;
f. CTC monitoring procedures, and
g. data collection instrumentation

Every opportunity was afforded the subcontractor to ask questions and make comments during the training effort. During the training, CTC sought to evaluate the anticipated performance of each subcontractor and to reinforce those who may need additional training.

9. Subcontractors/Consultants Develop Individual Work Plans

Based on the training, the subcontracting firms and individuals developed individual work plans, specifically outlining which personnel were going to make which on-site visits during what time frame. These individual work plans served as the basis for the initial contact by the subcontractors with the funded LEA's to be visited.

10. CTC Approves

Subcontractors submitted the individual work plans to CTC for review and approval. During this process, CTC carefully studied each individual's/firm's plan for data collection for its organization, scheduling, and appropriateness of personnel assignment. Any plans which did not meet with CTC's approval were returned to the subcontractor with recommendations for revision.

11. Subcontractors (SC/C) Make Initial Contact with Funded Sampled Sites

Subsequent to the approval by CTC of their individual work plans, the subcontractors made their initial contact with each of the sampled LEA's they were to visit to introduce themselves to the site and make the schedule for both the "lead man" visit and the main data collection team visit. During this initial contact, the subcontractor briefly reiterated the purpose and objectives of the study and briefly outlined the type(s) of data required and the kinds of personnel it was necessary to interview. Any problems in scheduling were noted and built into the subcontractor's final work plans.

12. Subcontractors Finalize Work Plans; Submits to CTC

Any deviations from the initial individual work plans resultant from the subcontractor's contact with the sampled LEA's were incorporated into the final work phase. These work plans reflected accurate scheduling and manpower assignments.

13. CTC Approves

CTC reviewed the subcontractor's final work plans carefully studying them for applicability and appropriateness. Any work plans which were deficient or inappropriate were returned to the subcontractors with recommendations for revision.

14. CTC Mails Materials and Instrumentation to Non-Funded Sites and ONAP Centers

Concurrent with the beginning of data collection at the funded sites, CTC began data collection at the non-funded sites and ONAP Centers. Materials and instrumentation were forwarded to the 223 non-funded sites and 170 ONAP Centers. These materials included a brochure about the study, a letter explaining the need for their input, and brief questionnaires for their completion and return, by mail, to CTC.

15. Subcontractor Makes Second Contact with Sampled Sites; Notifies of Lead Man Entry

Approximately one week prior to the visit, the "lead man" contacted the specific sampled LEA to confirm the appointment. At this time, the "lead man" requested the names of specific personnel and locations/times with whom he was to meet. Additional, "back-up" personnel at the LEA were also be identified at this time.

16. Subcontractor Lead Man Enters Site; Conducts Entrance Interview and Prepares Logistics Plan

On the date scheduled, the "lead man" entered the LEA and conducted the entrance interview with the Superintendent of Schools and/or his designee(s). At this point, he explained, in detail, the exact purpose of his visit, his anticipated length of stay, and what he expected to accomplish during his visit. He also answered any questions that arose. Aside from the entrance conference, the "lead man" executed the following activities:

a. met with Title IV Project Director and explained the purpose of the interview with him; left the interview form with him for review; scheduled staff meetings for the main data collection team; the names and positions of all staff were documented during this meeting; requested that copies of the last needs assessment and all evaluation reports be available for pick-up by main data collection team.

b. met with the Title IV Parent Committee Chairperson to review interview form; left the interview form with Parent Committee Chairperson for further review (if the situation was a reservation-type locale, it was necessary to contact the Tribal Chairman to explain purpose of visit and gain permission/sanction to function on reservation); scheduled meeting for Title IV Parent Committee and main data collection team.

c. met with personnel identified by Superintendent of Schools to complete the LEA Information Package; reviewed instrumentation with each person; left copy of instrument with applicable personnel.

d. met with Research and Evaluation personnel at LEA and reviewed Pupil Data Retrieval Form; left form with R & E person for collection by main data collection team.

Before exiting the LEA, the "lead man" again met with the Superintendent of Schools to discuss what had transpired and to identify the members of the main data collection team. In addition, he reviewed the scheduling for the main data collection team.

17. Subcontractor Lead Man Transmits Logistics Plan to Main Data Collection Team

Subsequent to his visit to the LEA, the "lead man" contacted the main data collection team to notify the team leader of the logistical and scheduling plan that had been set up in the LEA. During this contact, the "lead man" advised of any problems and/or potential problems that the main data collection team might encounter. The "lead man" then moved on to the next site to develop the logistical plan and schedules.

18. CTC Conducts First Follow-Up on Non-Funded Sites and ONAP Centers

Approximately three weeks after the mail out to non-funded sites and ONAP Centers, CTC began placing telephone calls to any site/center that had not yet responded to determine if they had received the instruments or to determine why no response had been received. Any problems or questions were answered at that time.

19. Subcontractor Main Data Collection Team Notifies Sampled Site of Entry 48 Hours In Advance

Approximately 48 hours in advance of their entry, the main data collection team leader contacted the Superintendent of Schools to confirm the date and time of the visit. Requests were made to disseminate (in terms of a reminder) this information to the Title IV Project Director, the Title IV Parent Committee Chairman, the LEA Information

Package respondents, and the Research and Evaluation person.

20. Subcontractor Main Data Collection Team Arrives On-Site; Conducts Entrance Interview

Upon entering the site, the main data collection team conducted a brief entrance conference with the Superintendent of Schools to advise him of their entry and to answer any additional questions he might have.

21. Subcontractor Main Data Collection Team Conducts On-Site Interviews

Following the schedule established by the "lead man", the main data collection team broke up and conducted interviews with the following personnel:

Personnel	Instrument
a. Project Director	Title IV Project Director Interview Guide
b. Project Staff	Title IV Project Staff Questionnaire (self-administered in group setting)
c. Parent Committee	Title IV Parent Committee Interview Guide
d. Cognizant LEA Personnel	LEA Information Package
e. Research and Evaluation Person	Pupil Data Retrieval Form

In the cases of the Project Director, the Project Staff, and the Parent Committee, they had had time to review the instrumentation or (in the case of the staff) had been informed as to the nature of the questions. Consequently, they were administered the instrumentation by the main data collection team. However, in the case of the LEA Information Package and the Pupil Data Retrieval Form, the personnel at the LEA were working on the responses before the main data collection team arrived. Therefore, these instruments were nearly ready for pick-up by the time the main data collection team was ready to exit the LEA; however, they were prepared to offer technical assistance, where required. In any case, all instruments were collected by the main data collection team prior to exiting the LEA. In addition, the main data collection team collected the current needs assessment report and whatever Title IV Evaluation Reports that were available.

22. Subcontractor Main Data Collection Team Makes Daily Progress Report to CTC

On a daily basis, the main data collection team leader contacted CTC (via its WATS line) and made a daily progress report. The content of this progress report included progress, problems, and plans. In addition, CTC carefully followed the overall progress of all data collectors via use of a management grid as shown in Exhibit III-2.

23. Subcontractor Conducts Daily Debriefings and Edit Checks

At the end of each business day, the main data collection team conducted a debriefing session to discuss the day's events and to review and edit the instruments collected. If contradictory and/or missing data was noted, it was the responsibility of the main data collection team leader to see that these problems were resolved.

24. Subcontractor Main Data Collection Team Completes On-Site Interviews; Conducts Exit Interview; Notifies CTC

Upon completion of all on-site interviews and the collection of all data collection instruments, the main data collection team conducted an exit interview with the Superintendent of School to discuss the effort with him and answer any questions that he might have. Upon exiting the LEA, the main data collection team leader notified CTC of the completion of the visit and discussed the mailing of the completed instruments to CTC.

25. Subcontractor Conducts Final Validation of All Instruments; Forwards Them to CTC

Upon completion of all interviews on-site, the main data collection team validated all instrumentation at a final debriefing session. This was a final attempt to correct all missing or incomplete data or contradictory or inconsistent information. Subsequent to this process, the subcontractor packaged and sent, certified mail - return receipt requested, all materials (including extra instruments) to CTC.

26. Subcontractor Sends Postal Card to CTC Alerting Them To The Mailing of Instruments

In order to maintain a control system on the mailing of instrumentation, the subcontractors mailed, separate from the instruments, a postal card to CTC alerting them to the fact that the instruments had been mailed. This postal card included information concerning the date of mailing, the post office address the instruments were mailed from, the receipt number (of the return receipt certified mail) or other means of mailing (if other than the U.S. Postal Service; e.g., UPS, etc.). By this process, CTC was aware of the mailing and expected to receive the materials within a reasonable amount of time.

EXHIBIT III-2
SURVEY MANAGEMENT PLAN

SUB CONTRACTOR	SITE NO.	SCHEDULE					
		OCT	NOV	DEC	JAN	FEB	MAR
A	1	○△					
	2	○△					
	3	○△					
	4	○	△				
	5		○△				
	6		○△				
B	7	○ △					
	8	○	△				
	9	○	△				
	10		○ △				
	11		○	△			
C	12	○ △					
	13	○ △					
	14						

LEGEND:
○-LEAD VISIT
△-DATA COLLECTION

27. CTC Fails to Receive Instruments Within Ten Calendar Days

If CTC failed to receive the instruments from the subcontractor within 10 days of receipt of the postal card, it began an inquiry with the U.S. Postal Service or other identified method of transmittal.

28. CTC Contacts Subcontractor/Consultant; Both Make Appropriate Searches

In the event the materials were not received at CTC within ten calendar days of the receipt of the postal card, in addition to its initial search at the local post office, CTC contacted the subcontractor/consultant to insure that the materials actually were sent, to verify the type of delivery (U.S. Postal Service, UPS, or other), to verify the certified mail number and informed the subcontractor to make the appropriate search to locate the materials.

29. CTC Conducts Second Follow-Up on Non-Funded Sites and ONAP Centers

Approximately six weeks after the mail out to non-funded sites and ONAP Centers, CTC continued placing telephone calls to any site/center that had not responded to determine why no response had been received. Problems or questions were answered at that time.

30. CTC Receives All Completed Instruments/Materials From Subcontractors/Consultants

As a result of the management effort (and any required follow-ups), CTC received and appropriately logged all instruments received from the subcontractors/consultants.

31. CTC Sends "Tagging Letter" to Each LEA Visited by Subcontractors/Consultants

In order to insure that all sites had actually been visited as scheduled, as sites were completed, CTC sent a "tagging letter" to each School Superintendent requesting verification that a subcontractor/consultant had actually been in the LEA. This letter asked whether proper protocol had been followed, whether the subcontractors had acted professionally, etc. The Superintendent was asked to send his comments in a self-addressed, stamped envelope contained in the correspondence. In some cases, this verification was conducted via the telephone.

32. CTC Conducts Second Edit of Instruments

Upon receipt of materials (as they arrived at CTC), CTC conducted a second edit of the instruments to insure that they were substantially complete and in order. In the event that discrepancies were found during this second edit, CTC attempted to ascertain the reason. This sometimes meant contact to either the site visited and/or the subcontractor or consultant.

33. CTC Validates Sample of Data; Prepare Evaluation Data Quality Report; Submits to OPBE

In order to validate the data resultant from the on-site visits, CTC selected a sample of sites and contacted them for a telephone interview. This validation consisted basically of a discrepancy analysis, comparing data gathered in the field and during the telephone interview. Based on the results of the validation effort, CTC prepared a report, "Quality Evaluation of Field Data Administration" and submitted it to OPBE. This process was conducted independently of any editing or follow-up activities.

34. CTC Receives ELSEGIS Tape on Non-Funded Sites; Extracts Pertinent Data

CTC requested and received the ELSEGIS tapes on the non-funded sites for the purpose of extracting pertinent demographic and financial information for the non-funded sites. This information was scrutinized to determine if it could serve as a comparison with similar data collected from the funded sites.

35. CTC Prepares Data For Processing and Submits for Automatic Data Processing (ADP)

Once all the data has been collected, edited, validated, compiled and coded, CTC packaged and prepared the data for processing.

3.2.4 Analysis Plan

a. Overview of the Analytic Requirements. The research task involved in the study goes beyond the simple survey to identify or develop information upon policy concerns. The research task actually involves the conduct of three separate research thrusts and the merging of knowledge gained in these thrusts into an overall perspective of the national program. This merger process involves the development of a chain of logic that provides answers to the evaluative questions through the sequential elimination of competing hypotheses or concerns. The development of the study design required this strategy due to the inability to establish a controlled study environment which would permit testing and comprehensive data collection. The inability to establish this environment is due to the discretionary nature of the national program, the prevailing history of the program, the uniqueness of the program target, and the already heavy burden of federal data collection efforts on the public schools.

In all four analytic requirements were involved. They are: (1) the survey and analysis of both participating and non-participating districts to see if there exists differences in needs of these two types of districts; (2) the survey of needs expressed to an Indian communication base (ONAP Centers) and the comparison of these results to the needs expressed by

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public school districts to determine if Indian expression of needs differ from those perceived by school districts; (3) the survey, description and assessment of the Indian Education Act Program to determine what is being developed through federal sponsorship, to determine the efficiency of the grant delivery system, and to see what objectives are established and met by the projects making up the program; and (4) to investigate the feasibility of an impact evaluation upon the national program to see if uniform testable criteria can be identified, and to see if a definable basis of impact can be discerned.

The four analytic requirements when merged are designed to address issues concerning targeting of the national program, appropriateness of funding conditions of the program, and modifications of the program required in the new legislation of the act. The contents of the section on the development of the analysis plan will specify the design efforts and the elements of the analysis plan which were determined through these design efforts. The description of the analysis plan and its development will attempt to refer to previous design efforts contributing to the analysis plan and will overview the essentials of each analytic plan section.

In the development of the analysis plan, two paradigms proved very helpful. First, areas of inquiry were specified and planning studies were completed to determine what variables within these areas of inquiry could be measured during the study. This paradigm provided a listing of independent and dependent variables available for analytic treatment. The second paradigm was built upon a matrix of evaluative concerns structured during the gathering of information cycle. This paradigm provided a structured format through which prioritized analytic issues could be specified and addressed if variables to answer them were available. The following table of areas of inquiry was the conceptual origin of the study. (See Table III-7). The asterisked variables represent the elements not available for study after preliminary design work was completed.

TABLE III-7
AREA OF INQUIRY LIST OF VARIABLES

- I. LEA Demographic Characteristics
  - A. Population
    - 1. Community Size
    - 2. Density of Indians
  - B. Degree of Urbanization
  - C. Socioeconomic Status
    - *1. Welfare
    - 2. Educational Background
  - D. Tribal Characteristics

- II. LEA Educational Characteristics
  - A. Number of Schools
  - B. Enrollment (by grade level and ethnicity)
  - C. Absenteeism (by grade level and ethnicity)
  - D. Academic Achievement (by grade level and ethnicity)
    - **1. Reading
    - **2. Mathematics
  - *E. Dropout Rate (by grade level and ethnicity)

- III. LEA Fiscal Characteristics
  - A. State Aid (by type)
  - B. Local Revenues (by source)
  - C. Federal Funds (by title)
  - D. Per Pupil Expenditure

- IV. LEA Personnel Characteristics
  - A. Staff (by ethnicity and grade level)
    - 1. Administration
    - 2. Teachers
    - 3. Aides
    - 4. Other
  - *B. Staff (by source of revenue)
  - *C. Staff (by program assignment)

- V. LEA Special Emphasis Activity Characteristics
  - A. Activity Descriptions (by type)
    - 1. Grades Served
    - 2. Revenue Sources
    - 3. Students Served (by ethnicity)
    - 4. Schools Served

* Not Available
** Only Partially Available

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TABLE III-7 (Continued)
AREA OF INQUIRY LIST OF VARIABLES

VI. Non-School Resources Used by LEA
- **A. Social Services
- *B. Health Services
- *C. Employment Services

VII. IEA Project Characteristics
- A. Objectives (by grade level)
- B. Participants (by objective)
- **C. Expenditure
- **D. Staff
- E. Community Involvement

VIII. LEA Procedures for IEA Projects
- A. Needs
- B. Target Schools
- C. Eligible Students
- D. Participating Students
- E. Parent Committee Activities

IX. Effectiveness of IEA Projects
- A. Achievement Scores (by ethnicity and activity)
- B. Attitude Measures (by ethnicity and activity)
- C. Attendance Records (by ethnicity and activity)
- D. Participation Records (by ethnicity and activity)
- E. Reactions to Project (by source)

* Not Available
** Only Partially Available

The second paradigm useful in helping to organize or structure the thinking involved in the identification of evaluation issues and priorities is the Matrix of Evaluation Concerns shown in Table III-8. As can be observed, this matrix is designed to show interrelationships between primary elements involved in this study. Six such elements were identified. They include: (1) the funding conditions which include the enrollment of ten or more Indians, the conduct of a needs assessment, the active participation of a Parent Committee, and the mandated local evaluation and reporting requirements; (2) the funding level which is almost directly proportional to the number of Indian children enrolled in the district; (3) the target setting which includes degree of urbanism of the LEA, size of enrollment, relative cost of public services; level of support for education, number of Indian pupils enrolled, socio-economic status of the LEA, and cultural disposition of the tribal affiliates to the district; (4) Indian needs which may be broadly classified in three areas, personal health and self-image, basic skills development, and cultural development and transmission of heritage; (5) IEA - Part A funded projects which include the organized learning activities, the curriculum and staff development activities and the professional service, counseling and community involvement activities; and (6) the project outcomes which include evidence of receipt of service, of benefit of activity and of impact of project. Table III-9 shows how the Matrix of Evaluation Concerns organizes the variables previously arrayed by the areas of inquiry. The interface of these paradigms simply shows two points of interest: (1) that each area of inquiry provides information pertinent to an evaluation concern and (2) that there is available some, if not all, of the information needed for each evaluation concern. Variables from the areas of inquiry were selected to answer questions organized by the cells of the Matrix of Evaluation Concerns. A still more productive organization of factors is obtained when the Matrix of Evaluation Concerns is interfaced with the contract objectives, as shown in Table III-10. Here, the five contract objectives have been reordered, so as to begin with the objective requiring the most primary information and progressing to the objective requiring the least primary information and most sophisticated analysis. Table III-10 actually provides the organizational structure used to present the analysis plan by interfacing the Matrix of Evaluation Concerns and the five contract objectives. For each cell the analyses will be organized from descriptive to interential, and from nationwide to individual when pertinent.

TABLE III–8
MATRIX OF EVALUATION CONCERNS

Elements of Concern	Funding Conditions	Funding Level	Target Setting	Indian Needs	Funded Projects	Project Outcomes
Funding Conditions	1,1	1,3	1,3	1,4	1,5	1,6
Funding Level		2,2	2,3	2,4	2,5	2,6
Target Setting			3,3	3,4	3,5	3,6
Indian Needs				4,4	4,5	4,6
Funded Project Activities					5,5	5,6
Project Outcomes						6,6

TABLE III–9

INTERFACE OF GENERAL STUDY VARIABLES BY AREA OF INQUIRY WITH THE MATRIX OF EVALUATION CONCERNS

Funding Conditions	Funding Level	Target Setting	Indian Needs	Funded Project	Project Outcomes
VII E	III	I (all))	VIII A	IV C	IX (all)
VIII A	IV B	II (all	VIII G	VII A	
VIII B				VII B	
VIII C					
VIII E	VA 2	IV A	VIII C	VII D	
VII C	VI A,B,C				

TABLE III–10
INTERFACE OF MATRIX OF EVALUATIVE CONCERNS WITH CONTRACT OBJECTIVES

TO DESCRIBE AND DETERMINE THE EFFECTIVENESS OF CURRENT PROGRAMS AND PROJECTS FUNDED UNDER PART A.

Cells (1,5), (2,5), (3,5), 4,5), (5,5), (5,6)

TO COLLECT AND SYNTHESIZE DATA TO PROVIDE REQUIRED INFORMATION TO SUPPORT OE PROGRAMMING AND PLANNING DECISIONS AND GRANT ADMINISTRATION PROCEDURES.

Cells (1,3), (1,4), (1,6), (2,3), (2,4), (2,6), (3,6), (4,6)

TO DOCUMENT THE INTERRELATIONSHIP OF ALTERNATIVE FEDERAL PROGRAMS THAT SUPPORT EDUCATIONAL PROGRAMS FOR AMERICAN INDIANS AND RECOMMEND LEGISLATIVE CHANGES TO CREATE A MORE UNIFORM APPROACH.

Cells (3,4)

TO ESTABLISH A DATA BASE THAT WILL SUPPORT THE NEEDS ASSESSMENT STUDY BEING CONDUCTED BY OIE.

Cells (3,3), (4,4)

TO DETERMINE THE FEASIBILITY OF IMPACT EVALUATION OF PART A PROGRAMS AND PROJECTS AT THE STUDENT LEVEL.

Cells (6,6)

b. The Pre-Analysis Plan and Data Preparation Plan. The pre-analysis plan included: (1) processing and editing of data; (2) correction and completion of the data file; (3) analysis of the quality of the data; and (4) variable generation. Three stages of edit were planned: (1) an on-site edit; (2) a coding and recording edit which took place prior to keypunching, and (3) a machine edit followed by an error resolution activity. The on-site edit was performed by the subcontractors and checked by the CTC receipt staff. This edit involved visual and check-list analysis of each form for completeness, clarity of response, and appropriate response identification. CTC staff performed an additional editing effort to corroborate the quality of data received. This has been documented in CTC's product entitled "Evaluation Data Quality Report". The coding and recording edit involved the generation of a coding manual to quantify open-ended responses, and to combine parts or items of the data collection instruments. The procedure for the development of this data coding manual was planned to include the frequency analysis of open-ended responses for the first forty returns, the reduction of these lists to quantifiable codes and the development for coding rules to record the responses. Intercoder accuracy was computed by ratios of items recorded in disagreement to total items recorded, and an agreement rate of 90% was planned as the level of acceptance for coding. The pre-analysis plan then specified the keypunching and verification of the data, the generation of a tape file from the data cards which were punched by instrument and the conduct of a machine edit for out-of-range and/or inconsistent responses.

Special pre-processing plans were formulated for the student achievement data. These data were collected on either standard scores or percentiles depending upon what was available. Due to the variety of achievement tests utilized by districts, test manuals had to be obtained for each type and form of test used and the scores were planned to be converted into standard scores for all returns. Prior to this conversion, the pre-analysis plan specified that a minimum of ten districts had to use the same test before this test could be used in an analysis directly. The pre-analysis plan also provided for the conversion of all of the achievement scores into standard difference scores in order to complete the feasibility test using the Glass Model.

After the machine edit, error resolution and missing response analysis were planned. Any missing data were left as blanks, for it was anticipated that, during the machine phase of data preparation, missing responses not retrievable in the on-site edit would be estimated using the secondary analysis correlation procedure (Levin and Snow, Paper 1975 AERA Meeting, San Francisco). After the cards had been verified, they underwent a machine edit process to flag out-of-range responses and to check for responses on off-branch tracts. The out-of-ranges were corrected when possible. If correction was not possible, they were recoded as blanks. All off-branch responses were deleted and all missing data then were estimated and punched into the data file cards.

The next stage of pre-analysis involved the correction and completion of the data file. Several techniques were used to obtain correct information for missing or erroneous information. Cost and convenience dictated the frequency of use of the different techniques. The OIE data base was used as a primary reference point to complete some responses. Item overlay -- between that data file and the data required for the evaluation -- was expected in regard to several mediating and independent variables, including some financial data, census data, and basic application data.

The plan to ascertain final quality of the data involved census of useable responses and calculation of consistency and reliability estimates. A KR20 was calculated on the management rating section and cross-tabulations were made on common items across different data sources.

Because of the OMB alteration of the sample design, the sampling design was no longer self-weighting. One-third of the sample was planned to be taken with surety and the remainder of the sample was planned to be taken with a 4/17 sampling fraction. This sampling plan, therefore, allowed the simple reciprocal within-stratum calculation of sample weights so as to generate population estimates.

c. The Analysis Plan to Describe and to Determine the Effectiveness of Current Projects Funded Under IEA, Part A. The generation of the analysis plan to describe and determine the effectiveness of current projects funded under IEA, Part A was made through the interface of the areas of inquiry with the matrix of evaluation concerns. Six components of investigation were generated through this interface. These include: description of the funded projects; interface of funding conditions with the funded projects; interface of funding level with the funded projects; interface of target setting with the funded projects; interface of Indian needs to funded projects; and interface of funded projects with measures of effectiveness. The development of the analysis plan specified the analyses to meet this first project objective organized in sub-sections based upon these six components.

To describe the funded projects, cross tabulations of the data file across stratification variables used in the selection of the sample was proposed. These cross tabulations utilized weights for national projections and unweighted sample data. The stratification variables included the ten geographic regions, the size of grant strata, and the type of district (urban/density) classification.

To describe the interface of the funding conditions with the funded projects, six cross tabulations were used. They include:

- project objectives cross tabulated with sources used in the needs assessment;
- project objectives cross tabulated with criteria to pick eligible students;
- project objectives cross tabulated with parent committee activities;
- percentage of participation cross tabulated with sources used in the needs assessment;
- percentage of participation cross tabulated with criteria to pick eligible students; and
- percentage of participation cross tabulated with parent committee activities.

To describe the interface of funding level with the funded projects, two types of analyses were required. First, descriptive analyses were made in terms of cross tabulations of project and district characteristics across levels of funding. Second, ANOVA comparisons of project data were made in an attempt to ascertain if a minimum size grant is appropriate. This analysis involved the comparison of participation, cost, and effectiveness data on projects between different levels of funding.

To describe the interface of target setting with the funded projects district characteristic data were cross tabulated with objectives and project descriptive information. Particular attention was paid to the interaction of district size and density of Indians.

To describe the interface of Indian needs to funded projects cross tabulation of needs data were made with project descriptions. Attention was focused upon the inferred appropriateness of project activities to type of needs and their priorities.

To describe the interface of funded projects with measures of effectivness required a series of different analyses.

The achievement data gathered from the archives were anticipated to be neither complete, susceptible of being aggregated, nor of the same testing format. It was further anticipated that other measures besides achievement data would be project specific. The achievement and effectiveness measures were collected for a one year period.

Two analytic models were used in an attempt to provide nationwide analyses for a given special emphasis program area. The first analytic model was an extension of the analytic model currently being investigated by Glass under a small grant from the Spencer Foundation and described in the 1976 AERA Presidential Address, "Primary, Secondary and Meta-Analysis of Research." The Glass Model was proposed as a means of generating a common metric to combine similar research studies in the process of conducting a review of research in a given area. CTC's application of the model involved the treatment of each site as if it were a different study on the same topic. Hence, for an area of testing such as reading, data from the projects was broken into three subdivisions: (1) projects which have pretest-post test designs with control groups; (2) projects which have only pretest-post test designs, and (3) projects which have post test only designs with control groups. All other projects were to be considered no responses for this analysis and were excluded from the analysis. For the first subdivision of projects, projects which had data generated under a pretest-post test control group design, pretest scores were co-varied out of post test scores and the adjusted scores for each of the two groups for each project were converted into standard scores. Estimates of project effectiveness in regard to the chosen activity were generated in terms of percentage of standard deviation of differences between the two groups. The third subdivision was treated in the same manner; unadjusted post test scores formed the bases for the estimation of differences between treatment (project activity) and control.

In the second subdivision, the pretest and post test treatment score was used to predict estimated differences from the results of the standardization of the first subdivision of projects. The mean of the distribution of estimated difference scores were then tested for significant difference from zero using a t-test. This analysis was completed for reading, mathematics, and cultural enrichment, inasmuch as the analysis did not require the same measure of effectiveness within an activity area across projects. Since most of the projects appeared to have collected attitudinal data, it was anticipated that this first model could also be tried on attitude scores. This application appeared especially appropriate for counseling and cultural heritage projects. The usefullness of this model for the analysis of project effectiveness for a given special emphasis program was dependent upon how many projects reported evaluations using control groups.

The second analytic model which was useful in the analysis of archival effectiveness data was the standard multiple-classification analysis of covariance. Four different applications of the second analytic model appeared feasible, namely: (1) a comparison of Indian and non-Indian populations in project districts; (2) a comparison of Indian populations between districts which did and did not have projects directed toward change of the selected dependent variable; (3) a comparison of Indian populations of participating and non-participating but eligible districts; and, (4) a comparison of Indian populations before and after project implementation. In all four of the possible applications, the unit of analysis was the project or the LEA. In each of the analyses the dependent variable was a common test, and the subsample for the analyses included those projects for which data for the dependent variable were available. In each of the analyses, it was anticipated that some measure of district wealth and some measure of district need would be used as covariables. Per-pupil expenditure served as the measure of district wealth. Needs assessment information served as a measure for district need. It was anticipated that a measure of setting may form one classification. This measure of setting included measure of project size, urbanism, Indian population density, or a combination of setting variables. The type of control (depending upon the application) was the second classification. It was anticipated that grade level could be considered in primary, elementary and secondary blocks dependent upon the character of the test.

d. The Analysis Plan to Provide Information to Support the Office of Education in Planning and in Grant Administration. Seven analytic components were identified to support the Office of Education in decision making. They included: (1) the interface of funding conditions with target setting; (2) the interface of funding conditions with identified Indian needs; (3) the interface of funding conditions with measures of project outcomes; (4) the interface of funding level with project setting; (5) the interface of funding level with project outcomes; (6) the interface of target setting with project outcomes; and (7) the interface of Indian needs with project outcomes. These seven analytic components dealt with issues which were identified through interviews with federal officials relative to information needed to modify enabling legislation.

To describe the interface of funding conditions with target setting, information upon the differences of grant requirements to different districts was provided. Information on funding conditions involved the processes required to establish the eligibility of a district, the determination of entitlement, the making and review of applications, the establishment and involvement of the parent committee, the meeting of reporting requirements and the conduct of project evaluation. Target setting variables included, but were not limited to, the population density and dispersion of Indian students, the fiscal and educational capability of districts, and size of districts. Several questions arose concerning the suitability of some of the funding conditions for particular districts. The following cross tabulations were used:

- needs assessment sources with community size, population density of Indians;
- degree of urbanization and socioeconomic status variables; and
- parent committee activities with community size, population density of Indians, degree of urbanization, and socioeconomic status variables.

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To describe the interface of funding conditions with identified Indian needs required the investigation of different need configurations to processes used to satisfy funding conditions. The primary descriptive question was how needs assessment procedures related to the needs that were identified by them. The primary test of the relationship between needs assessment and needs analysis results came with the comparison of locally identified needs to the other sources of needs information. A foundation for this analysis was formed by cross tabulating local needs assessment sources to the reported local needs. Additional information was brought with the analysis by the information gained where needs assessment sources were cross tabulated with district setting variables, especially the variable, size of project.

To describe the interface of funding conditions with measures of project outcomes was perhaps the most important decision-making data. Parent committee activities were cross tabulated with both the types of measures and the results of those measures of project outcomes. The first cross tabulation indicated the role that the community played in gaining objective evaluative data. The second cross tabulation offered some information on the association of parent committee involvement with project effectiveness.

To describe the interface of funding level with project setting permited an analysis of targeting and the need for minimum level funding. Earlier, the average size of grants was calculated for specific types of projects and analyzed relative to project descriptors. This size of grant variable was transformed into a nominal variable containing three categories; below $10,000, $10,000 to $50,000; above $50,000. This new size of grant variable was then cross tabulated with district data, including variables describing demographic characteristics, educational characteristics and project characteristics.

The interface of funding level with project outcomes was already handled in previous analyses, except for an analysis with test scores. In the further analysis it, therefore, became necessary to develop an achievement variable which could provide information about a majority of the projects for the national evaluation. A categorization of relative degree of success in achieving such objectives appeared useful in addressing the problem of how effective such projects were, and, ultimately, in addressing differences in project effectiveness which might have been attributable to differences in funding level. This variable had three categories: (1) evidence of success on most achievement or skill-development activities; (2) evidence of success on some, but not most, achievement or skill-development activities; and (3) little evidence of success on achievement or skill-development activities. Projects, not including achievement or skill-development activities, were not included in this analysis. The projects to be included were subjected to a multiple regression analysis using amount of funding in IEA, amount of other federal funds, number of students participating, percentage of IEA funds spent upon instructional staff as predictor variables.

The second set of outcome measures to be investigated in regard to size of grant were the reported attitude measures. Again, because of differences in scales used and in project related content, a variable that depicts attitude holding associated with the IEA projects was developed. It should be noted that many of the projects reported the results by comparing attitude scales in their evaluations, and this analyses proposed to gather these data from the evaluation reports. Since attitude scales seldomly tend to produce results showing negative attitudes, it was suggested that projects in which more than two-thirds of the participants showed positive attitudes be considered positive and the remainder considered negative. Projects then could be dichotomized into two groups in accordance with the attitude variable, and a regression analysis using size of grant, number of participants, and amount of federal programs as predictor variables could be applied.

The interface of target setting with project outcomes then showed if district characteristics were related to outcomes. The dichotomous success at skill-development variable and the dichotomous attitude classification variable both were cross tabulated with selected demographic and stratification variables. A MANOVA was applied to ratings of project success classified across the stratification of reporting variables describing participating districts.

The interface of Indian needs with project outcomes dealt with the question of topic thrusts in the program. Each of the needs categories investigated in the needs assessment were used to form a basis for categorizing projects. This variable then was cross tabulated with the achievement or skill development variable and the attitude measurement variable.

e. The Analysis Plan for Needs of Native Americans. The basic structure of this analysis component was to provide frequencies of needs for different types of districts. Hence, the stratification variables were cross tabulated with the needs data.

f. The Analysis Plan to Determine the Feasibility of Impact Evaluation of the Title IV Part A Funding Program. Impact evaluation involved an attempt to discern differences between children who had received a federally sponsored education activity and those who had not received that activity in regard to a measure of basic educational output. The measure of educational output was usually a standardized achievement test in reading and mathematics given academic goals.

In the case of IEA Part A, it is highly unlikely that the law was intended directly to effect achievement in a given area. Yet impact must be tied to educational goals. These ties may be made through perceived progress or through the analysis of achievement scores.

Impact evaluation of IEA was made through several models of potential IEA Part A impact definitions. The models which were discussed can be divided into three major characteristics based upon data collection requirements, namely: (1) those models which depended upon archival achievement data; (2) those models which depended upon needs assessment survey data, and (3) those models which depended upon multi-source rating of project effectiveness or worth.

Two different models using data which most probably were available in archives appear to have potential. The first of these is the research study summary procedure investigated by Glass, which was described earlier in the plan to determine effectiveness of projects. From one point of view, this model does generate a common metric difference between groups (treatment vs. control) expressed by the percentage of standard score deviation. On the other hand, the model does not present a uniform set of scores across all projects. Scores are developed within objectives and the controls are within LEA's, not allowing any cross-comparisons with non-participating LEA's. Hence, the "common" metric applies only to projects with common objectives. If, in fact, an adequate overlay of objectives can be shown and if an impressive number of projects can be kept in the analysis, this model appears to be a very desirable impact evaluation model, in that it produces data relevant to the goals of the projects being studied, it provides an operational definition of impact based upon the topic or content area being studied, and it provides a simple test of significance easily interpreted but not requiring common tests across projects.

The next category of potential models involved the basis of impact upon assessed needs. There appear to be several ways in which impact evaluations can be designed using either national or local data. Perhaps the most appealing way that impact evaluation can be fixed to relate to the law in a current common-metric model involves the yearly (or maybe biennial, depending upon data requirements) administration of a national needs assessment. Since it would be probable that the assessed needs would be collected from a matrix establishing the range and subdivisions of the topics assessed, either the analytic model would be required to be multivariant and utilize more than one dependent variable, or each analysis would have to be repeated for each cell of the matrix, thus disturbing the probability model employed and making interpretation impossible. Factor or cluster analyses might be used to reduce the number of dependent variables to be analyzed, hence to reduce the complexity of the multivariant design. In designing the model, the reporting variables and the treatment designator variable should form classifications for the MANOVA serving as independent variables; needs information and wealth of district would serve as covariables or mediating variables. In utilizing this model, impact is trended in the same sense as was implied by the law and the model handles the discretionary nature of the Act by providing a basis of analysis over all needs.

The last model to be discussed had the most political feasibility but the least educational potential: it involved the use of multiple constituency ratings of project effectiveness. To date, little is known concerning the composition or validity of ratings. Ratings tend to be overly favorable, limited in information, and subject to influence of both personality and values. The opportunity to rate a project or a given set of activities usually provokes support and warm feeling from the rater. Unfortunately, it is difficult to control or to avoid contamination of the rating by personal matters or inappropriate timing. In the case of IEA Part A, project ratings can be collected from LEA administrators, LEA teachers, IEA Project Director, IEA staff, parent committee members, and even when desirable, Indian students. Each rating can be taken on a very similar multiple-item rating scale or from responses made to the key question: was the project successful? Each rating, according to source, can then be considered as a dependent variable and entered into MANOVA as multiple (one for each source used) dependent variables. This MANOVA model can accommodate several classifications; probably the sampling strata, project objectives, and fiscal data can be used as independent variables. The model can be reduced from a MANOVA to an ANOVA if it appears advantageous to factor analyze the ratings, thus reducing the ratings down to one or at most two variables.

g. The Analysis Plan for the Eligible Unfunded District Questionnaire. Two key questions were addressed in this plan. The first key question was to delineate the reasons for non-participating districts choosing not to participate. This analysis required a simple frequency tabulation of responses. The second question to be addressed was the differences in needs information. A cross tabulation was used for each needs item to compare participating and non-participating districts.

h. The Analysis Plan for the ONAP Needs Survey. The purpose of this analytic effort was to determine if an Indian stream of input indicated needs profiles different from a school district stream of input. Frequencies for ONAP data, participating school district data and non-participating school district data was visually compared for differences in need.

3.2.5 Non-Response Effect on the Analysis

Although 213 of 223 districts (95%) were reported to have provided nearly complete data returns, over half of the questionnaire items contained between 5% and 10% missing returns. In most cases (90%) of these missing items did not result in systematic biases as shown by the crosstabulation tables. In the update of the district characteristics for the fiscal year program in operation as opposed to the fiscal year program for which data were collected (the previous year) the stratification variables shifted slightly. The update tables also show location of non-responding districts.

TABLE III-11 SAMPLE BY URBAN DENSITY CHARACTERISTIC

Variable	Sample Responding	Complete Sample	Estimated Complete Sample
Urban	58	66	66
Rural High Density	105	107	108
Rural Low Density	50	50	49
Total	213	223	223

TABLE III-12 SAMPLE BY FUNDING LEVEL

Variable	Sample Responding	Complete Sample	Estimated Complete Sample
Under 10,000	38	47	63
10,000 to 50,000	72	73	62
Over 50,000	103	104	98
Total	213	223	223

TABLE III-13 SAMPLE BY CULTURAL REGION

Region	Sample Responding	Complete Sample	Estimated Complete Sample
Alaska	17	17	14
Pacific NW	19	20	23
Pacific SW	31	33	30
Rocky Mountain	13	15	17
Interior SW	27	28	29
North Central	39	40	42
Upper Northwest	10	10	11
Central SW	40	42	43
Southeast	8	8	6
New England	9	9	8
Total	213	223	223

As can be seen in Table III-11, the largest percentage of non-responding districts came from urban sites where only 88% of the sample responded. Table III-12 reveals that the largest percentage of non-responding districts came from projects funded at under $10,000, 81%. Since 8 of the 10 no responses came from urban districts and 9 of the 10 no responses came from districts funded at less than $10,000, it can be assumed that urban districts with very low density of Indians make up most of the non-response in regard to districts. This rate of non-response could be expected to have some biasing effect on the study of small programs due to the absence of urban influence. Since program effectiveness was associated with funding levels and with density of Indians in rural settings, the absence of small, urban projects in districts with low percentages of Indians could have resulted in a slight favorable bias in regard to effectiveness of urban programs. Over all these biases appear marginal and small.

Three areas of inquiry appear to be adversely affected by biases caused by missing data. Only 56% of the districts reported participation data, 85% of the districts reported expenditure data, and 20% of the districts reported achievement test data. It was believed that the 44% of the districts failing to report participation data had lower averages of participation than those reporting. The degree to which the 15% missing data affects the financial analyses is not discernable since the missing districts happen to be urban districts with low percentages of Indians and generally high budgets. The missing 80% of districts with usable achievement scores (actually 42% reported scores, but only 20% in usable form) seriously affected the feasibility study rendering its results inconclusive.

Two other aspects of the study could have been negatively influenced by missing data or high non-response rate. Only 139 or 62.3% of the eligible unfunded projects responded to the mail survey. The responding districts were geographically distributed. The larger districts with small numbers of Native Americans provided nearly half of the non-response. This systematic bias of non-response was not deemed serious since sample returns of unfunded districts were not found different from sample returns of funded districts in regard to geographical distribution. The number of Indians in unfunded sites were generally much smaller than those in funded sites since 78% of the Indian population is served by the funded one-third of the districts.

The comparison of ONAP needs to reported needs in funded districts was not possible due to a low response rate from ONAP centers (28%).

SECTION IV

FINDINGS AND DISCUSSION

4.1 OVERVIEW

The presentation and discussion of the findings of the study will be organized first by contract objectives and second by analytic issues addressed. Only the most descriptive and direct analyses will be reported in the body of the final report. The remainder of the analyses will be included in the appendices, but will be only referred as necessary in the report. Hence, a definite attempt will be made to limit the data analysis tables to only the most relevant ones. Discussion of the findings will be reported primarily in the conclusions. Analysis of the tables will be limited to key information gleaned from the tables. Convergence of the analyses into an analytic framework of inquiry will be made in the discussion of conclusions rather than in the reporting of the findings.

In the pages which follow, references have been made to specific tables. In order to preserve the continuity of this section and to ease the burden of reading, these tables have been included, in sequential order, in a technical appendage to this section. However, the discussion of the appropriate tables have been included in the applicable places throughout this section.

4.1.1 Summary by Project Objectives

Objective 1: To Describe and Determine the Effectiveness of Current Projects Funded Under Part A

Project objectives included those dealing with cultural heritage, native language instruction, remedial reading, counseling and guidance, self-concept development, and improvement of attitudes toward school. Program objectives did not appear to differ over the urban-density variable. Some regional differences in program objectives were found across the cultural regions although the variation was not systematic across any type of program. Projects funded at below $10,000 levels tended to have narrower emphasis and fewer objectives.

There appeared to be no predominant method of needs assessment and needs did not appear to differ across either types of assessment or participants in assessment. The parent committee was reported to have been involved in:

(1) staffing recommendations in over 80% of the districts;
(2) curriculum decisions in 64% of the districts;
(3) selection of pupils for Part A project participation in over 67% of the districts;
(4) public relations in 67% of the districts;
(5) proposal development in 92% of the districts;
(6) budget review in 92% of the districts;
(7) assistance in instruction in 50% of the districts;

(8) conduct of needs assessments in 86% of the districts;
(9) proposal review in 94% of the districts;
(10) establishment of objectives in 93% of the districts;
(11) project monitoring in 81% of the districts;
(12) project evaluation in 84% of the districts; and
(13) final report preparation in 80% of the districts.

Ratings of project effectiveness were generally associated with high parent committee involvement, multiplicity of objectives, and density of Indians. There was no association of project effectiveness with regions or with needs assessment methodology. Reading programs were rated effective in overcoming academic difficulties in 89.5% of the districts, were rated as supplementary services in 92.6% of the districts, were credited with the improvement of attitudes toward school in 93.6% of the districts and were reported to have developed more favorable self-concepts in 98.7% of the districts. Mathematics programs were rated effective in overcoming academic difficulties in 89.2% of the districts, were rated as supplementary services in 94.1% of the districts, were credited with the improvement of attitudes toward school in 93.4% of the districts, and were reported to have developed more favorable self-concepts in 96.1% of the districts. Programs involving cultural heritage objectives were rated effective in overcoming academic difficulties in 85.8% of the districts, were rated as supplementary services in 92.2% of the districts, were credited with the improvement of attitudes toward school in 93.0% of the districts, and were reported to have developed more favorable self-concepts in 98.0% of the districts. Counseling and guidance programs were rated as effecitve in overcoming academic difficulties in 85.5% of the districts, were rated as supplementary services in 91.3% of the districts, were credited with the improvement of attitudes toward school in 93.2% of the districts and were reported to have developed more favorable self-concepts in 98.3% of the districts. Programs with attendance objectives were rated as effective in overcoming academic difficulties in 90.3% of the districts, were rated as supplementary services in 93.6% of the districts, were credited with the improvement of attitudes toward school in 93.9% of the districts and were reported to have developed more favorable self-concepts in 98.3% of the districts. Programs with self-concept development objectives were rated effective in overcoming academic difficulties in 88.2% of the districts, were rated as supplementary services in 93.3% of the districts, were credited with the improvement of attitudes toward school in 93.2% of the districts and were reported to have developed more favorable self-concepts in 97.6% of the districts. Programs which had objectives toward the development of self-direction were rated effective in overcoming academic difficulties in 88.7% of the districts, were rated as supplementary services in 93.5% of the districts, were credited with the improvement of attitudes toward school in 93.9% of the districts and were reported to have developed more favorable self-concepts in 97.6% of the districts. Programs having objectives to improve school attitudes were rated effective in overcoming academic difficulties in 88.5% of the districts, were rated as supplementary services in 93.1% of the districts, were credited with the improvement of attitudes toward school in 93.6% of the districts and were reported to have developed more favorable self-concepts in 93.5% of the districts.

Objective 2: To Provide Information to Support the Office of Education in Planning and Grant Administration

Needs assessment methodology, sources and results do not appear associated with project type, parent committee participation, project effectiveness, or project impact. Targeting percentages were calculated on the basis of need and objective match or on no need and no objective match. The targeting percentages for programs were: reading 64%, mathematics 49%, bilingual 68%, special education 56%, guidance and counseling 58%, attitudes toward school 54%, self-concept development 59%, attendance 52%, self-direction 48%, attitudes toward peers 56%, personal ambition 43%, industrial education 69%, agricultural education 48%, business education 35%, domestic education 34%, health services 46% and psychological services 45%.
The use of a minimum level of funding should be examined since programs under $10,000 were generally rated less effective and tended to entertain fewer objectives. Parent committee involvement should be continued as a funding condition since it was associated with project effectiveness.

Proposal, funding and project implementation cycles must be increased in alignment due to reported problems in project staffing and planning. OIE project monitoring was reported as needing significant increases in availability. The participation of non-Indians in certain programs were included as reasons for non-participation and for low effectiveness ratings in staff and attitude changes in favor of Native Americans. Small districts reported design problems across grade levels.

Objective 3: To Study the Feasibility of Impact Evaluation

Three research models were applied to test the feasibility of impact evaluation. They were (1) the Glass model of meta-analysis to summarize separate studies empirically, (2) a MANOVA model based upon field judgment by project staff and by parent committee members, and (3) an ANCOVA model based upon pupil achievement data and participation in project objectives. Although no significant differences were found in the application of the Glass model, slight positive differences were found for the reading program and slight negative differences for the mathematics program. Only about forty percent of the districts had achievement scores at grades 4, 7 and 12. Only one-sixth of the districts had usable scores at grade 4; one-seventh at grade 7 and only 4 districts at grade 12. Given the relative success in the larger group of districts, it could be hypothesized that with a more complete data bank, more equivalent comparison groups on pretest, and controlled mandated testing, an achievement test in reading could be found to make impact evaluation feasible. There was not as much promise in mathematics.

Significant program rating effects were found in reading and self-concept development projects but were not found in mathematics in the MANOVA tests. In the ANCOVA model the absence of data and the pretest differences of groups prevented the finding of significant results. The finding of potential reading effects in two of the three tests provide some hope for the feasibility of impact evaluation in reading.

4.2 FINDINGS AND DISCUSSION

4.2.1 To Describe and Determine the Effectiveness of Current Projects Funded Under Part A

Six analytic components were planned in order to describe the IEA Title IV Part A Program in terms of its projects. Within each of these components several cross-tabulations of project descriptors with stratification variables will be reported both in terms of weighted and unweighted data. The findings will be discussed within these components.

Description of the Funded Projects

The information in this section is delineated and presented in a twofold manner, e.g., a Summary Description and a Detailed Description. The Summary Description contains a synthesis of the highlights of the data presented in the section. The Detailed Description represents a thorough discussion of the analyzed data collected by means of the survey instruments employed in this study. The conclusions from this section, although alluded to in the Summary Description, are derived from the data presented in the Detailed Summary.

Summary Description

The three stratification variables used in the sampling design included variables designating: (1) region based upon geography and culture; (2) school district location in relation to rural/urban and density of Indian population; and (3) grant size. The six descriptors used across the stratification levels include: (1) objectives of the project; (2) activities of project staff; (3) project emphases; (4) non-instructional services; (5) instructional expenditures, and (6) parent committee activities. A summary of the data for these six descriptors is presented in the following paragraphs.

Twenty-five different objectives embracing the cognitive and affective domains in the areas of remedial academic services, vocational skills, academic enrichment and health services were used to classify the project intent.

Project objectives in the cognitive domain which received the greatest attention were those dealing with cultural heritage, native language and remedial reading.

Project objectives in the affective domain which received the greatest attention were those dealing with counseling and guidance, self-concept and attitudes toward school.

Most of the project objectives seemed to be evenly distributed across the urban/rural density variable.

Thirteen project objectives appeared to have proportionate emphasis across grant levels. However, no predominant objectives existed in funding levels below $10,000. General remedial academic work was the predominant objective in the funding levels

In the area of non-instructional services, 20% of the districts provided some medical/dental services to Indian children through Title IV, Part A; 18% of the districts provided some psychological services, and 9% of the districts provided other non-instructional services to Indian children. The Southeast and Pacific Northwest appear to be areas where the greatest need for non-instructional services is perceived by school districts.

The project staff activity profile nearly replicates the objective profile in that the majority of the school districts reported their staff working in the areas of self-concept improvement, attitude toward school, student responsibility development and self-direction, development of personal ambition, attitude toward peers, cultural heritage, remedial reading, counseling and guidance, and attendance. The Alaskan region displayed the greatest amount of staff non-involvement in the areas of self-concept, attitude toward school, cultural heritage and counseling and guidance.

Rural low density districts with small staff showed a great deal of non-involvement in the majority of the areas mentioned above. Similarly, districts with grant levels below $10,000 showed a great deal of non-involvement of staff members.

A cross tabulation with urban/rural, density variable and the grant size variable revealed that over half of the projects have their staff involved in classroom-type projects, with the greatest amount of involvement in rural, high density districts. Likewise, the greatest amount of skill development-type instruction appears to occur in rural high density districts receiving funds of $10,000 or more. The field-based type of instruction occurred primarily in rural high density districts in projects funded over $50,000.

Rural districts with substantial funding reported the highest student participation.

The types of parent committee involvement reported by the vast majority of the districts was in the areas of providing staffing recommendations, proposal review and development, budget review, needs assessment, establishment of objectives, project monitoring and evaluation, and final report preparation.

The following section presents a detailed description of the funded projects included in this study.

Detailed Description

Three stratification variables were used in the sampling design because each could be hypothesized to delineate differences in either Indian needs or Part A projects. These variables included: (1) a variable designating region based upon geography and culture; (2) a variable designating school district location in regard to rural/urban and in regard to density of Indian population; and (3) a variable designating grant size.

The region variable was comprised of ten categories. They were (1) Alaska; (2) Pacific Northwest (Oregon and Washington); (3) Pacific Southwest (California and Nevada); (4) Rocky Mountain (Colorado, Idaho, Montana, Utah, and Wyoming); (5) Interior Southwest (Arizona and New Mexico); (6) North Central (Illinois, Michigan, Minnesota, and Wisconsin); (7) Upper Midwest (Nebraska, North Dakota and South

Dakota); (8) Central Southwest (Kansas, Oklahoma and Texas); (9) Southeast (Florida and North Carolina); and (10) New England (Maine and New York). The variable designating school district location was made up of three categories. They included: (1) Urban; (2) Rural High Density; and (3) Rural Low Density. The grant size variable was also made up of three categories. They included: (1) grants over $50,000; (2) grants above $10,000, but equal to or below $50,000; and (3) grants equal to or below $10,000.

Six descriptors were chosen to describe the Part A projects across these stratification variables. These desoriptors include: (1) objectives of the project; (2) types of activities performed by project staff; (3) percentage of time of different project emphases; (4) project provision of non-instructional services; (5) percentage of project expenditures made on instructional services; and (6) parent committee activities.

In the analysis of the objectives, twenty-five different objectives were used to classify project intent. Since many projects included more than one of the twenty-five classifications of objectives; the analysis focused simply upon the entertainment of a given objective. The classifications of objectives include:

COGNITIVE DOMAIN

Remedial Academic

1. Reading
2. Mathematics
3. Bilingual (including ESL)
4. Special Education
5. Other remedial academic services

Vocational Skills

6. Industrial
7. Agricultural
8. Business
9. Service Occupations
10. Domestic (e.g., consumer ed., home economics, etc.)
11. Other vocational skills

Academic Enrichment

12. Native American language or culture/heritage
13. Majority culture/heritage
14. Other academic enrichment skills

AFFECTIVE DOMAIN

15. Counseling and guidance
16. Attendance
17. Self concept/self image

18. Responsibility/self direction
19. Attitudes toward school
20. Attitudes toward peers
21. Personal ambition
22. Other affective domain services

HEALTH SERVICE DOMAIN

23. Medical/Dental
24. Psychological (e.g., child-study team screening, diagnostic testing, etc.)
25. Other health services

The national program can be described as a collection of projects of widely divergent size, geographic locale and goals. However, in the analysis of the accumulated project objectives three or four themes of emphasis can be seen. The IEA Title IV Part A Program shows (Table IV-1) a major emphasis in projects which feature objectives directed toward the instruction of cultural heritage and native language (62% of the projects held this objective). Emphasis upon remedial reading remained high (58% of the projects). The next three most frequently entertained objectives fall in the affective domain. They are: (1) counseling and guidance (56%); (2) self concept (54%); and (3) attitudes toward school (51%). Other predominant objectives are attendance (47%), responsibility and self direction (46%) and remedial mathematics (46%).

Differences in project emphasis do exist regionally. Four regions appear to focus upon academically oriented objectives more than the other six regions. These regions are the Pacific Southwest, Rocky Mountain, North Central, and the Southeast. Three of these regions maintain both reading and mathematics as frequently mentioned objectives. For the Pacific Southwest the program could be characterized in terms of four objectives, namely: (1) reading (67%); (2) mathematics (64%); (3) cultural heritage (64%); and (4) self-concept (61%). The Rocky Mountain region can also be characterized by four objectives, namely: (1) reading (76%); (2) mathematics (69%); (3) self-concept (61%); and (4) cultural heritage (53%). The North Central region maintained three primary objectives, namely: (1) cultural heritage (56%); (2) reading (48%); and (3) mathematics (41%).

Three of the regions can be characterized as taking a primarily culturally oriented emphasis. These regions are Alaska, the Upper Midwest, and the New England regions, although the Upper Midwest actually is more of a conglomorate region. The Alaska region entertains four predominant objectives, namely: (1) cultural heritage (82%); (2) reading (47%); (3) self-concept (47%); and (4) responsibility and self direction (47%). The New England region can be described in emphasis in terms of two objectives, namely: cultural heritage (88%) and counseling and guidance (66%). The Upper Midwest region featured three objectives with equal frequency. These were cultural heritage (40%); reading (40%) and counseling and guidance (40%).

The remaining three regions appear to feature projects that are directed toward attaining objectives in the affective domain. These regions are the Pacific Northwest, the Interior Southwest, and the Central Southwest regions. All three of these regions have a large number of objectives which are frequently maintained by projects. The Pacific Northwest region has nine predominant objectives. They are: (1) self-concept (73%); (2) counseling and guidance (68%); (3) attitudes toward school (63%); (6) remedial reading (63%); (7) cultural heritage (57%); (8) personal ambition (57%);

and (9) mathematics (57%). The Central Southwest can be characterized by a similar profile of nine objectives. They are: (1) self-concept (67%); (2) counseling and guidance (67%); (3) remedial reading (60%); (4) cultural heritage (60%); (5) attitudes toward school (57%); (8) attendance (52%); and (9) personal ambition (52%). The Interior Southwest has a profile of only eight objectives. They are: (1) attitude toward school (70%); (2) attitude toward peers (70%); (3) remedial reading (66%); (4) cultural heritage (66%); (5) counseling and guidance (66%); (6) self-concept (66%); (7) responsibility and self-direction (66%) and (8) personal ambition (59%).

Most of the objectives seem to be evenly distributed across the urban/rural density variable (Table IV-2). Only eleven of the objectives appear to differ across this variable. Two of these objectives, remedial general academics and business, showed both an urban and a rural high density predominance. Six of the objectives; mathematics, special education, general academic enrichment, counseling and guidance, medical/dental services and other non-educational services, showed urban trends. Three of the objectives; industrial, agricultural, and service occupations showed rural trends.
In the analysis of differences in project objectives across grant size (Table IV-3) thirteen objectives appeared proportionally distributed. No objectives were predominant in the projects which maintained funding levels below $10,000. This may be because of the fact that the small projects had to limit their intent to a single objective. One objective, general remedial academic services, showed a predominance in projects funded between $10,000 and $50,000. The objective dealing with agricultural skills was non-existent in small projects under $10,000. Ten objectives showed trends for projects with large levels of funding over $50,000. They include: (1) bilingual; (2) special education; (3) industrial; (4) business; (5) service occupations; (6) domestic; (7) Native American heritage; (8) counseling and guidance; (9) medical and dental services; and (10) other non-educational services.

Tables IV-4, IV-5, and IV-6 display the provision of non-instructional services across the three sampling stratification variables. Table IV-4 shows the provision of non-instructional services across the geographic regions. Approximately 20% of the districts provide some medical/dental services to Indian children through the sponsorship of Title IV, Part A. Almost 18% of the district provide some psychological services through the program and over 9% of the districts provide some other non-instructional services to Indian children. These services primarily include social work and family counseling.

Regionally, the Rocky Mountain region, the North Central region and the Southwest region represent districts in which medical/dental services are provided. Each of these regions provide these non-instructional services disproportionally to the rest of the nation. The Pacific Northwest, the Rocky Mountain, the Central Southwest and the Southeast regions contain a disporportionate number of districts providing psychological services through Part A funds. The Pacific Northwest and the Southeast regions contain a disproportionate number of districts providing other non-instructional services to Indian children. The Southeast and the Pacific Northwest appear to be areas where the greatest need for non-instructional services is perceived by school districts.

Table IV-5 displays the provision of non-instructional services across the urban/rural, high/low density variable. In regard to medical/dental services the urban school districts tend to be those which provide the most services. These districts represent only 27% of the sample, but make up nearly 40% of those districts providing medical/dental services. In regard to psychological services, the frequency of districts using Part A funds for provision are almost proportionally spread across the sample with a slight trend toward increased provision in the urban districts. This is similar for non-instructional services, except that the trend for increased provision is toward rural-low density districts.

Table IV-6 shows the provision of non-instructional services across the grant size variable. The provision of medical/dental services is almost proportionally distributed across the three categories of grant size. This proportional distribution is also present in the provision of other non-instructional services. Primary provision of these services is made by districts receiving grants of between $10,000 and $50,000.

In order to increase the richness of the data file, a maximum of four project staff were interviewed at large project sites. Fewer staff were interviewed in smaller projects. Many small projects had no staff, other than the Project Director. In order to adequately describe the program, it appears useful to describe the types of activities in which project staff are involved. Because of the unequal number of staff interviewed, it is logical to describe the staff activities in regard to the districts which have no Part A staff involved in a specific activity. This mode of description will show what kinds of activities are not supported by Title IV funds. This information, when combined with the project objectives, can present a descriptive picture of the national program. Tables IV-7, IV-8 and IV-9 report the staff activities variable cross tabulated with the three sampling variables (i.e., geographic region, density, and grant size).

Nationally, the staff activity profile nearly replicates the objectives profile reported in Table IV-1. All but 62 districts are reported to have staff working in the area of self-concept improvement and in the area of improvement of students' attitudes toward school. The second area is a deviation from the objective profile, but does not represent an inconsistency in that the staff activities can be established to support other objectives. All but 73 districts are reported to have staff working in the areas of development of students' responsibility and self-direction and in the establishment of students' personal ambition. Again, both of these areas show increased activity over what could be inferred from the objectives profile. All but 74 districts are reported to have staff involved in the improvement of student attitudes toward peers. This represents a considerable increase in activity over what could be inferred from the objectives profile. All but 75 districts had staff employed in cultural heritage activities and all but 76 districts had staff involved in remedial reading. This represents a replication of the objectives profile. All but 85 districts contained Part A staff involved in two areas, counseling and guidance and attendance.

An analysis of activities across regions showed that most of the districts were proportionally distributed across regions in regard to non-involvement of staff. The North Central region displayed a large disporportion of districts with staff not involved in cultural heritage activities. There is an apparent contradiction in regard to the Alaskan region in that there are disproportional numbers of districts having staff not involved in four activity areas: (1) cultural heritage; (2) counseling and guidance; (3) self-concept; and (4) attitudes toward school. This may be the case because of the programs in the Alaska region employ less staff. On the other hand, however, an inconsistency in the data could exist.

In the cross tabulation of lack of staff involvement with the urban/rural density variable, fifteen of the frequencies were proportionately distributed. Ten of the variables were disproportionately distributed into the rural, low density districts. These include: reading, mathematics, cultural heritage, counseling and guidance, attendance, self-concept, responsibility and self-direction; attitudes toward school, attitudes toward peers and personal ambition. Most of the absence of staff activity in these areas is probably due to the small sizes of projects in the districts. A similar result was obtained when the absence of staff involvement variable was cross tabulated with size of grant. Thirteen variables were found to be proportionally distributed across the districts. Twelve were disproportionally distributed into districts having project grants of under $10,000. They include: reading, mathematics, general remedial academic activities, cultural heritage, counseling and guidance, attendance, self-concept, responsibility and self-direction, attitudes toward school, attitudes toward peers, personal ambition, and psychological services. Due to the similarity between this array of program activities and those found in the previous analysis (and because of the nature of the activities), it can again be hypothesized that this disproportion of distribution of staff activities can be attributed to the small size of the projects.

The types of instruction featured in the funded projects were cross tabulated with the urban/rural density variable and with the grant size variable. This program descriptor was not cross tabulated with region since there was no reason to expect differences across region. Only 27% of the funded districts reported that no classroom instruction occurred in their projects. Almost 10% of the districts reported that less than 20% of their project time was devoted to classroom instruction. Slightly more than 11% of the districts reported that between 20% and 40% of their project time was devoted to classroom instruction. Over 16% of the districts reported that between 60% and 80% of project time was devoted to classroom type instruction and 21% of the districts reported that between 80% and 100% of project time was devoted to classroom type instruction. Hence, over half of the projects can be classified as classroom type projects.

Table IV-10 illustrates a tendency for the classroom-type instruction projects to be predominantly in rural high density districts and for non-classroom-type projects to be disproportionally distributed in rural low density districts. Projects which feature a small percentage of time in classroom-type instruction (between 1% to 40%) are predominantly in urban districts. Projects which have between 1% to 20% time devoted to classroom-type instruction are predominantly in districts having projects funded at a level of over $50,000. Projects which contain between 20% and 60% time of classroom-type instruction are predominantly in districts receiving funding between $10,000 and $50,000. Projects which feature no classroom-type instruction are disproportionally distributed in districts receiving funding under $10,000 (Table IV-11).

Almost 40% of the districts reported that no time was devoted to skill development-type instruction. Over 23% of the districts reported that between 1% and 20% of project time was devoted to skill development-type instruction. Another 18% of the districts reported that their projects devoted between 20% and 40% of the time to skill development-type instruction. Only 17% of the districts reported larger percentages of time devoted to this type instruction. Only about 75% of them could be classified as skill development projects.

The projects which tend to have the most emphasis on skill development-type instruction are more likely to occur in rural high density districts and in districts receiving funding for $10,000 or more.

Over one-half of the funded districts reported no field based activities and another 40% of the districts reported that they spent less than 20% of their project time in field-based instruction. The field-based type of instruction occurred primarily in rural high density districts and in projects funded for greater than $50,000.

In previous evaluation efforts of Indian education projects, the percentage of funds spent on instruction was associated with the effectiveness of the projects in goal attainment. Only 6% of the districts reported that over 70% of their funds were spent on instructional activities. Nearly half of the districts spent 60% or less of their funds on instructional activities.

Patterns of expenditures appeared to be distributed proportionally across the regions (Table IV-12). Similarly proportional distributions of expenditures were found across the urban/rural density variable (Table IV-13) and across grant size (Table IV-14).

Percent of participation is a variable which sometimes reflects project popularity. Unfortunately, 44% of the districts failed to report participation in such a manner that percent of eligible participation could be calculated. This failure was due to many of the districts having stop-in or center type programs which fail to allow an accurate count of participation. Of the districts reporting, almost 30% reported total participation and another 30% reported greater than 75% participation. The programs which report these high percentages of participation were primarily rural districts which have substantial funding (see Tables IV-15 and IV-16).

One of the unique aspects of the Title IV, Part A Program is the role assigned to parent committees. Hence, one aspect of describing the program is to describe the activities of the parent committees in the design, operation and evaluation of the projects. The degree of parent committee involvement in program activities was measured on a scale of 1 to 5 ranging from no involvement to heavy involvement. To be involved at a significant level, a score of three or more was required. The funded districts reported that the parent committee was significantly involved in:

(1) staffing recommendations in over 80% of the districts;
(2) curriculum decisions in 64% of the districts;
(3) selection of pupils for Part A project participation in over 67% of the districts;
(4) public relations in 67% of the districts;
(5) proposal development in 92% of the districts;
(6) budget review in 92% of the districts;
(7) assistance in instruction in 50% of the districts;
(8) conduct of needs assessments in 86% of the districts;
(9) proposal review in 94% of the districts;
(10) establishment of objectives in 93% of the districts;
(11) project monitoring in 81% of the districts;
(12) project evaluation in 84% of the districts; and
(13) final report preparation in 80% of the districts.

In the cross tabulation of parent committee activities with the urban/rural density variable, parent committee activities which were proportionally distributed include: staffing recommendations, public relations, proposal development, budget review, conduct of the needs assessment, proposal review, establishment of objectives, project monitoring, project evaluation, and final report preparation. Four parent committee activities were disproportionally distributed. There was a predominance of districts with high participation in curriculum decisions and a lower frequency of districts in regard to the selection of pupils and in assistance in instruction. There was a predominance of districts having a high involvement of parent committee members in assisting in instruction. (Table IV-17)

In the cross tabulation of parent committee activities with grant size all except one activity were proportionally distributed across funding levels. There was a lower frequency of districts allowing the parent committee to assist in instruction in districts receiving grants of over $5,000. (Table IV-18)

Interface of Target Setting with the Funded Projects

Summary Description

There was a disporportionate distribution of districts in the urban stratum (over 50,000 enrollment), in the rural high density stratum (5001 to 20,000 enrollment), in the rural low density stratum (5001 to 20,000 enrollment) with objectives in the cognitive and affective domains.

Urban, high density districts (over 20,000 enrollment) reported very great staff involvement, especially in the following areas: reading, mathematics, native language and cultural heritage, counseling and guidance, attendance, self-concept, responsibility and self-direction, and attitudes toward school. Correspondingly, rural high and low density districts report staff involvement less frequently in these same areas.

Districts with a per pupil expenditure less than $1,000 focused their attention on the following objectives: general vocational skills, industrial and business vocational skill development, and psychological services. Districts with a per pupil expenditure ranging between $1,000 to $2,000 had a greater number of projects focusing on such objectives as: general remedial academic services, general vocational skills, general academic enrichment, medical/dental services, reading, mathematics, agriculture, business, service occupations, domestic occupations, attendance, attitudes toward school, attitudes toward peers and personal ambition. Districts with a per pupil expenditure over $2,000 were more likely to have projects with objectives in bilingual education and other affective domain areas.

Parent committee involvement appeared to be high in the following areas: public relations, proposal development, budget review, conduct of needs assessment, development of project objectives, project monitoring, project evaluation and final report preparation. Parent committee involvement appeared to be low in the following areas: staffing recommendations, curriculum decisions and instructional assistance.

The following sections contain a detailed description of the relationship of the target setting with the funded projects.

Detailed Description

Two variables were used to define target setting. The first variable was a combined variable which included district size in regard to enrollment, urban/rural characteristics of the district and density (above or below 10%) of Indians. The second variable used to define target setting is per pupil expenditure. Thirteen (22.4%) of the urban districts could not be classified according to size. Eight (7.8%) of the rural high density districts could not be classified according to size and three (6%) of the rural low density districts could not be classified according to size. Hence, 11.2% of the sample did not respond to the enrollment question.

Five categories of district size were created, namely: (1) 1 to 300; (2) 301 to 5000; (3) 5001 to 20,000; (4) 20,001 to 50,000 and (5) over 50,000. In the urban group of districts, 5.2% were between 301 and 5000 in enrollment; 19.0% were between 5001 and 20,000; 29.3% were between 20,001 and 50,000 ;and 24.1% were over 50,000. In the rural high density group of districts, 4.8% were between 1 and 300, 79% were between 301 and 5000; and 8.6% were between 5001 and 20,000. In the rural low density group of districts, 2% were between 1 and 300; 56% were between 301 and 5000; 34% were between 5001 and 20,000 and 2% were between 20,001 and 50,000. Nationally, 3% of the funded districts have below 300 students; 60% fall between 301 and 5000; 19% between 5001 and 20,000; 10% between 20,001 and 50,000; and 7% have an enrollment over 50,000.

Project objectives were cross tabulated with the district setting variable (Table IV-19). In the urban stratum, there were a disporportionate distribution of districts with over 50,000 enrollment which had project objectives in reading, mathematics, Native American cultural heritage, responsibility and self-direction, attitudes toward school, attitudes toward peers, personal ambition, medical/dental services, and other non-instructional services. Districts with between 5001 to 20,000 enrollment reported a larger frequency of medical/dental service objectives. In the rural, high density stratum, there were a disporportionate distribution of districts having an enrollment between 5001 and 20,000 which held objectives in mathematics, special education, agriculture, business, service occupations, domestic, other affective areas, medical/dental, and psychological services. Districts between 301 and 5000 enrollment maintained a higher frequency of objectives in bilingual, general remedial academic work, and general academic enrichment. In the rural low density stratum, there was disproportionate distribution of districts having an enrollment between 5001 to 20,000 which hold objectives in mathematics, industrial, agriculture, business, service occupations, domestic, self-concept, responsibility and self-direction, attitudes toward school, attitudes toward peers, other affective domain areas, and psychological services. Districts having an enrollment of 301 to 5000 maintained fewer objectives in mathematics.

Staff activities were also cross tabulated with this district variable (Table IV-20). Eight of the most frequently reported project objectives were analyzed. They included: reading, mathematics, native language and cultural heritage, counseling and guidance, attendance, self-concept, responsibility and self-direction, and attitudes toward school. In regard to reading, urban districts which had enrollments between

20,001 to 50,000 and above 50,000 reported higher frequency of staff involvement. Districts which were rural, low density districts with enrollment between 301 - 5000 reported a lower frequency of staff involvement in reading. These same district also were reported with lower frequency of staff involvement in mathematics. In regard to staff involvement in native language and cultural heritage activities, urban districts with enrollment between 301 to 5000 and rural, low density districts with enrollment between 301 and 5000 reported with less frequency, and urban districts with enrollment between 5001 and 20,000 reported with higher frequency. Staff involvement in counseling and guidance activities are reported less frequently in urban districts with greater than 50,000 enrollment and in rural, low density districts with enrollments between 301 and 5000. This staff involvement was reported more frequently in urban districts in rural, low density districts having enrollments between 5001 to 20,000. Rural, low density districts reported staff involvement in attendance objectives with less frequency. Staff involvement in activities designed to improve self-concept was reported more frequently by urban districts with enrollments greater than 500 and in rural, high density districts with enrollments between 300 and 5001. Rural, high density districts reported less staff involvement in self-concept directed activities. Staff involvement in activities directed toward the development of responsibility and self-direction were held more often by districts which are urban having enrollments between 20,000 and 50,000; rural, high density districts with enrollments between 300 and 5000; and rural, low density districts with enrollments between 5000 and 20,000. Staff involvement in activities to improve attitudes toward school was reported more frequently by urban districts having enrollments between 20,000 and 50,000; rural, high density districts with enrollments between 300 and 5000; and rural low density districts with enrollments between 5000 and 20,000. Rural, high density districts having enrollments of less than 300 and rural low density districts having enrollments between 300 and 5000 reported staff involvement in these activities less frequently.

On the per pupil expenditure variable, 15% of the district could not be classified, 1% had per pupil expenditures of less than \$500, 5.2% had per pupil expenditures between \$500 and \$1000, 21.6% had per pupil expenditures between \$1000 and \$1500, 33.3% had per pupil expenditures between \$1500 and \$2000 and 23.9% had per pupil expenditures over \$2000. Project objectives were cross tabulated with this variable (Table IV-21). A disproportional number of districts with per pupil expenditures below \$500 had projects with general vocational skill goals. Districts with per pupil expenditures between \$500 and \$1000 established projects which were more likely to contain objectives in industrial and business vocational skill development an in the offering of psychological services. Districts with per pupil expenditures between \$1000 and \$1500 had greater number of projects which contained objectives in general academic remediation, general vocational skills, general academic enrichment, medical/dental services and other non-instructional services. A disproportional number of districts with per pupil expenditures between \$1500 and \$2000 reported project activities in reading, mathematics, agriculture, business, service occupations, domestic occupations, attendance, attitudes toward school, attitudes toward peers and personal ambition. Districts with per pupil expenditures above \$2000 were more likely to have projects with objectives in bilingual education and in other affective domain areas than the usual counseling and attitude change activities.

Staff involvement in the eight most frequently reported activities (reading, mathematics, native language and cultural heritage, counseling and guidance, attendance, self-concept, responsibility and self-direction, and attitudes toward school) across per pupil expenditure are reported in Table IV-22. All of the staff involvement areas appeared proportionally distributed across the per pupil expenditure variable.

Tables IV-23a through IV-23n report the results of cross tabulation of the per pupil expenditure variable with parent committee activities. The results of this cross tabulation indicate that:

(1) in staffing recommendations involvement was low for districts having per pupil expenditures between $1000 and $1500;
(2) in curriculum decisions involvement was low for districts having per pupil expenditures between $1000 and $1500;
(3) in selection of pupils responses were distributed proportionally;
(4) in public relations involvement was high in districts having per pupil expenditures between $500 and $1000;
(5) in proposal development involvement was high in all districts;
(6) in budget review involvement was high in all districts;
(7) in assisting in instruction involvement was low in districts having per pupil expenditures between $500 and $1000;
(8) in conduct of needs assessment involvement was high in all districts;
(9) in proposal review involvement was high in all districts;
(10) in establishing project objectives involvement was high in all districts;
(11) in project monitoring involvement was high in districts having per pupil expenditures below $1500 and proportionally distributed in the other districts;
(12) in project evaluation involvement was high in districts having per pupil expenditures below $1500 and proportionally distributed in the other districts;
(13) in final report development involvement was high in districts having per pupil expenditures below $1000 and proportionally distributed in the other districts; and
(14) in other committee activities involvement was generally high.

Interface of Indian Needs to Funded Projects

Summary Description

Seven categories of difficulties are categorized as contributing to the educational problems of Native American children. These categories are prioritized as follows with the greatest deficiency (top) to the least deficiency (bottom).

1. lack of motivation,
2. deficient early education,
3. adverse home environment,
4. negative peer group influence,
5. ethnic discrimination,
6. health problems, and
7. nutritional problems.

Detailed Description

The interface between Indian needs and funded projects actually occurred at the project design level, where the project developers elected to address certain needs through a given program activity. This interface is addressed in this report in two places, namely, under this subtopic interface of Indian needs to funded projects and later under the subtopic interface of Indian needs with project outcomes. In the latter, the interrelationship between needs and program objectives were matched on a one-to-one basis prior to being cross tabulated with project outcome variables.

Hence, because the reported results of the needs assessments were utilized in a latter analysis, a variable showing the translation of the needs information into deficiency factors which contributed to the educational problems of Native American children was cross tabulated with project objectives. This variable, called factors contributing to educational problems, included seven categories of need translation; namely: (1) lack of motivation; (2) deficient early education; (3) nutritional problems; (4) adverse home environment; (5) negative peer group influence; (6) ethnic discrimination; and (7) health problems. The objectives are the same 25 discussed previously. (Tables IV-24a through IV-24g).

In regard to lack of motivation, 69% of the districts reported this variable as a factor in the educational problems of Native American children with 18.3% reporting this condition as an extreme deficiency. Five project objectives were associated with the deficiency as major modes of address. They were: (1) remedial reading; (2) native language or cultural heritage; (3) counseling and guidance; (4) attendance; and (5) self-concept. Five other program activities were associated including: (1) attitudes toward school; (2) remedial mathematics; (3) responsibility and self-direction; (4) attitudes toward peers; and (5) personal ambition.

Deficient early education was considered a factor in the same manner and degree as lack of motivation. Again, 69% of the districts reported this deficiency as a factor and 18.3% reported it as an extreme contributor to the educational problems of Native American children. Two objectives represented the major mode of address; native language and cultural heritage, and counseling and guidance. Three other activities were associated, namely: remedial reading, attendance and attitudes toward school.

Fifty and two tenths percent (50.2%) of the districts reported nutritional problems as a contributing factor to the educational problems of Native American children with only 1.9% reporting it as an extreme factor. Only two program objectives appeared associated with the deficiency. They were bilingual education and agricultural education. The first objective appears to be setting or target related.

Adverse home environment was reported as a major factor. Seventy-five and one tenth percent (75.1%) of the districts reported this deficiency as a factor contributing to the educational problems of Native American children. Of these districts, 14.1% reported it to be an extreme contribution. Two objectives appeared to be the primary modes of address of this deficiency. They were general remedial academic work and counseling and guidance. Four other objectives were associated. They included remedial reading, attendance, self-concept and attitudes toward school.

In regard to negative peer group influence, 63.9% of the districts reported this variable as a factor and 11.3% of these districts reported it as an extreme contribution. Three program activities appeared to be major modes of address of this problem. They included: general vocational program activities, general academic enrichment and bilingual education. Three other objectives were associated with the incidence of the deficiency. These included general affective domain activities, attendance, and attitudes toward peers.

Only 48.8% of the district reported ethnic discrimination as a factor contributing to the educational problems of Native American children. Seven percent (7%) of these districts reported it as an extreme contributor. Four project activities were associated with the address of this deficiency. They include bilingual, domestic skills development, general academic enrichment, and psychological services.

Health problems were reported by 44.6% of the districts as contributing factors to the educational problems of Native American children and a mere 3.3% reported this deficiency as an extreme contributing factor. Three activities appeared to be the primary modes of address of this problem. They included: medical and dental services, general academic enrichment, and general remedial academic services.

The Interface of Funded Projects with Effectiveness

Summary Description

The staff and parent committee members indicated that 75% of the projects were at least moderately effective in the areas of overcoming academic difficulties, providing supplementary services, improving Native American pupil attitudes toward school and developing a more favorable Native American self-concept. On the average, fewer projects were considered effective by the staff and parents in the areas of improving staff attitudes toward Native American pupils and improving of non-Native American pupil attitudes toward Native American pupils.

In the majority of the districts, the staff reported involvement in remedial reading, remedial mathematics, native language and cultural heritage, counseling and guidance, attendance, self-concept, responsibility and self-direction, and in attitudes toward school. Likewise, the vast majority of these projects reported improvement in the same cognitive and affective domains.

Detailed Description

Six questions were asked of both the staff and the parent committee concerning their judgment of the effectiveness of the funded projects. A similar six questions were asked of the Project Director, except that these questions were focused upon and linked to project components of the entire project. These six questions dealt respectively with effectiveness in regard to overcoming academic difficulties, effectiveness in the provision of supplementary services, effectiveness in the improvement of attitudes toward school of Native American pupils, effectiveness in the improvement of Native American self-concept, effectiveness in the improvement of the attitudes of staff toward Native American pupils and effectiveness in the improvement of attitudes of non-Native American pupils toward Native American pupils. Variables created upon these twelve questions will be used to indicate project effectiveness, since the response of staff and parent committee are highly consistent. Student achievement scores will also be analyzed in regard to project effectiveness but will be reported under the topic of impact evaluation feasibility.

Both objectives or project activities and staff programmatic activities can be used to describe the funded projects. In the analysis of needs to projects to effectiveness, project activities were used to represent the basic descriptor of funded projects. This analysis will be reported later under the topic, Interface of Indian Needs with Project Effectiveness. In this section activities of staff will be used as the project descriptor and will be cross tabulated with each of the questions regarding effectiveness. (Tables IV-25 [a-h] through IV-30 [a-h]).

The staff rated 28.2% of the project as being very effective in overcoming academic difficulties while the parent committee respondents rated 35.2% of the projects as very effective. The staff reported 46.0% of the projects as moderately effective and the parent committee rated 46.9% of the projects as moderately effective. The project staff rated 7.0% of the projects as only somewhat effective and the parent committee respondents rated 8.0% of the projects as somewhat effective. Neither of the sets of respondents rated any project as not effective.

In regard to effectiveness at the provision of supplementary services, the staff reported that 58.2% of the projects were very effective and the parent committee members reported that 55.4% of the projects were very effective. The staff responded that 23.9% of the projects were moderately effective in providing educational services that would not be provided otherwise. The parent committee rated 31.9% of the projects as moderately effective. The staff rated 3.8% of the projects as somewhat effective and failed to rate any project as not effective in providing supplemental services. The parent committee respondents rated 4.2% of the projects as only somewhat effective and 0.5% of the projects as not effective in the provision of educational services that would not be provided otherwise.

The project staff reported that 36.2% of the projects and the parent committee reported that 35.2% of the projects obtained great improvement in the attitudes of the Native American pupils toward school. The staff reported another 46.5% of the projects obtained moderate improvement. The parent committee reported that 49.8% of the projects obtained moderate improvement. The project staff responded that 4.7% of the projects obtained little improvement and no projects failed to obtain any improvement. The parent committee responded that 6.6% of the projects obtained only a little improvement and that 0.5% of the projects obtained no improvement.

An extremely high rate of effectiveness was reported by both sets of respondents in regard to the development of more favorable self-concepts by Native American pupils. The staff rated 52.1% of the districts as considerably effective while the parent committee rated 54.0% of the projects as considerably effective. The staff further identified 33.8% of the projects as moderately effective as compared to the 38.0% of the projects deemed moderately effective by the parent committee respondents. Only 1.4% of the projects were identified as little effective by the staff and 2.8% of the projects were identified as little effective by the parent committee. No project was reported to be of negligible success by either respondent group.

The two groups also rated the projects in regard to their success in improvement of the attitudes of staff toward Native American pupils. The ratings ranged from negligible, to little, to moderately, to considerably. Approximately thirty-three percent (33%) of the projects rated by the staff and 29.1% of the projects rated by the parent committee were rated considerably. The staff considered 40.4% of the projects to have achieved moderate improvement while the parent committee reported that 49.3% of the projects obtained moderate improvement. Both the staff and the parent commitee reported that 9.4% of the projects obtained little improvement. The staff reported that 1.4% projects obtained negligible improvment while the parent committee reported that 1.5% of the projects obtained negligible improvement.

In regard to effectiveness in improvement of attitudes of non-Native American pupils toward Native American pupils, the staff rated 18.8% of the projects as having had considerable success and the parent committee rated 23.9% of the projects as having obtained considerable improvement. Approximately forty-two percent (42%) of the districts were rated by the staff as moderately successful. The parent committee rated 40.8% of the projects as having obtained moderate improvement. The staff placed 17.4% of the districts and the parent committee placed 18.8% of the districts in the category of little improvement. Approximately two percent (2%) of the projects were rated ineffective by the staff and 4.2% of the projects were judged ineffective by the parent committee respondents.

Teacher activities in eight of the most frequently reported project areas were subjected to analysis in regard to the six questions. These project areas were remedial reading reported by 58.2% of the districts, remedial mathematics reported by 46.0% of the districts, native language and cultural heritage reported by 62.0% of the districts, counseling and guidance reported by 56.3% of the districts, attendance reported by 47.9% of the districts, self-concept reported by 54.9% of the districts, responsibility and self-direction reported by 46.9% of the districts and attitudes toward school reported by 51.2% of the districts.

Reported staff involvement in activities in these areas generally surpassed districts' reports of objectives in these areas. The staff reported involvement in remedial reading in 64.3% of the districts, in remedial mathematics in 54.9% of the districts, in native language and cultural heritage in 64.8% of the districts, in counseling and guidance in 60.1% of the districts, in attendance in 60.1% of the districts, in self-concept in 70.9% of the districts, in responsibility and self-direction in 65.7% of the districts, and in attitudes toward school in 70.9% of the districts. Some of these activities, however, may not be included in formal project design.

In regard to the remedial reading program the staff rated 35.7% and the parent committee 37.9% of the projects as very effective in overcoming academic difficulties. Additionally, 54.0% of the districts and 51.8% of the districts were rated respectively by staff and parent committee as being moderately effective in overcoming academic difficulties. Both staff and parent committees identified 7.2% of the districts as only somewhat effective. None of the projects were rated not effective. The staff rated 69.3% of the districts and the parent committee rated 60.5% of the districts as being very effective in providing supplemental services. Approximately twenty-five percent (25%) of the projects and 30.6% of the projects were rated respectively by staff and parent committee as being moderately effective. Only 2.9% by the staff and 4.3% by the parent committee were rated as only somewhat effective, and 0.1% of the districts were rated ineffective by the parent committee in providing supplemental services.

In regard to improvement of attitudes toward school, rating of staff and parent committee members cross tabulated with remedial reading activities showed 45.2% and 42.3% of the projects respectively rated in the great improvment category, 50.3% and 48.9% moderate improvement, 2.1% and 3.6% little improvement, and only 0.1% projects showing no improvement by a parent committee member. In effectiveness of projects in the development of more favorable self-concepts, the staff and parent committee respondents produced the following profile: 60.5% and 64.2% considerably; 35.0% and 37.9% moderately and 1.4% and 2.1% little. There were no negligible ratings.

In regard to effectiveness in improvement of attitudes of staff toward Native American pupils, the remedial reading profile as rated by staff and parent committee showed: 37.2% and 32.8% of the projects in the considerably category, 46.7% and 49.6% in the moderately category; and 8.0% in the little with 0.1% in negligible by the district staff.

Effectiveness in improving attitudes of non-Native Americans toward Native Americans was profiled by staff and parent committee as: 19.7% and 25.5% considerably; 50.3% and 42.3% moderately; 16.7% and 18.2% little and 1.4% and 4.3% negligible.

Profiles of the remaining seven project areas (i.e., mathematics, cultural heritage, counseling and guidance, attendance, self-concept, self direction, and school attitudes) appear in Exhibit IV-1 with the reading profile. Averages between staff and parent committee ratings are reported in Exhibit IV-1.

EXHIBIT IV-1
EFFECTIVENESS OF PROJECTS AS RATED BY PARENTS AND STAFF

(PERCENTAGES ROUNDED TO 1/10 OF A PERCENT)

Effectiveness	Reading	Mathematics	Cultural Heritage	Counseling & Guidance	Attendance	Self Concept	Self Direction	School Attitudes
OVERCOMING ACADEMIC DIFFICULTIES — PERCENT OF PROJECTS								
Most	36.8	36.8	33.7	35.5	36.4	36.0	36.3	36.3
	52.7	53.4	52.1	53.0	53.9	52.2	52.4	52.2
	7.2	7.5	6.1	5.8	5.4	6.2	6.4	6.5
Least	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ATTITUDES TOWARD SCHOOL								
Most	43.7	41.8	39.4	42.9	44.8	41.3	42.1	41.7
	49.9	51.6	53.6	50.3	49.1	51.9	51.8	51.9
	2.8	4.2	4.7	2.3	3.1	3.3	2.8	2.6
Least	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
STAFF ATTITUDES								
Most	35.0	34.5	35.4	35.5	35.5	36.0	35.0	34.7
	48.1	52.1	52.1	50.7	59.5	50.0	50.7	50.2
	8.0	5.9	7.5	7.7	8.1	7.9	7.1	7.2
Least	0.1	0.8	0.1	0.7	0.3	0.3	0.7	0.6

Effectiveness	Reading	Math	Cultural Heritage	Counseling & Guidance	Attendance	Self Concept	Self Direction	School Attitudes
PROVISION OF SUPPLEMENTARY SERVICES — PERCENT OF PROJECTS								
Most	64.9	66.3	63.3	63.6	65.9	65.2	67.1	66.2
	27.7	27.8	28.9	27.7	27.7	28.1	26.4	26.9
	3.6	4.2	4.3	3.8	3.9	3.6	3.8	3.9
Least	0.1	0.1	0.1	0.1	0.1	0.0	0.0	0.0
SELF CONCEPT								
Most	62.3	58.5	59.7	64.0	64.4	63.2	63.8	62.8
	36.4	37.6	38.3	34.3	33.9	34.4	33.8	30.7
	1.7	1.7	0.7	0.7	1.5	1.3	1.4	0.6
Least	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
NON-NATIVE AMERICAN ATTITUDES								
Most	22.6	22.2	25.6	23.8	24.5	25.4	24.2	24.4
	46.3	47.8	48.1	48.4	47.6	46.9	49.6	46.6
	17.4	17.4	17.7	19.1	19.8	19.1	18.9	18.5
Least	2.8	3.8	1.7	1.9	3.1	2.3	2.4	2.3

NOTE: The percentages reported in Exhibit IV–1 were generated by computer. Rounding may have resulted in columns not equaling 100%.

In terms of the across objectives profiles, there was apparent agreement that 90% of all eight areas of affective improvement aided in overcoming academic difficulties. Appropriately, reading and mathematics had a slight edge but not enough to provide distinctive discriminate validity. Likewise, 93% of the projects provided supplementary services with services directed toward the development of responsibility and self-direction being the highest rated in terms of effectiveness. Approximately 92% of the projects were perceived as contributing to the improvement of attitudes toward school with attendance and reading being rated the most effective. Approximately 95% of the projects were rated influential in improving the self-concept of Native American pupils. Attendance and counseling and guidance projects were perceived as the most effective. Only 85% of the projects were perceived as influential in changing attitudes of teachers toward Native American pupils with the balance of the projects being perceived as the most effective. About 70% of the projects were perceived as effective in improving the attitudes of non-Native Americans toward Native Americans. The cultural heritage and the self-concept projects were perceived as the most effective.

4.2.2 To Provide Information to Support the Office of Education in Planning and in Grant Administration

A second objective of the study was to provide information concerning the delivery system requirements which may prove helpful to the Office of Indian Education in grant administration. Two major funding conditions are currently levied on the eligible school districts. These funding conditions are the requirements of a needs assessment and the required necessity of establishing a parent committee. A third provision for local evaluation is also levied but will not play a major role in this evaluative effort except that some of the data available to this effort would not have been available without this third funding condition.

Two variables have generally been used to describe the two former funding conditions. They are types of people who contributed information to the needs assessment and the degree of the parent committee involvement in project design and monitoring activities. Various relationships of these variables to program varaibles will be reported here in order to define how these funding conditions are affecting the funded projects. Again, the same format of matrix interface will be used to report the findings.

The Interface of Funding Conditions with Target Setting

Summary Description

Twenty-seven percent (27%) of the projects for whom data were reported were conducted in an urban setting. Approximately fifty percent (50%) of the funded projects were in districts with a high density of Native American population in a rural setting.

The vast majority of the urban districts and rural high and low density districts gathered needs assessment data from Native American pupils, parent committees, community members, project staff and district staff. With the exception of the rural high density districts (55.2%), the majority of the urban districts and rural low density districts received very little input for the needs assessment from Tribal Committee members

On the average, the majority of the urban districts and rural, high and low density districts gathered their needs assessment data by means of unsolicited suggestions, unstructured interviews, structured interviews and questionnaires.

On the average, the majority of the urban districts and rural, high and low density districts had the parent committee involved in the following activities: staff recommendations, curriculum decisions, pupil selection, public relations, proposal development, budget review, needs assessment, proposal review, establishment of project objectives, project monitoring, project evaluations, and final report development and review. The parent committees in these same districts were involved to a very little degree in assisting with instructional activities. The parent committees, in the majority of cases, are performing these activities in the various types of districts, and the activities are proportionally distributed across the different levels of pupil enrollment.

Detailed Description

A composite variable was defined to designate differences in target setting. This composite variable was made up of district size as defined by five levels of school enrollment, and urban rural variable based upon membership in census SMSA's and a density of Native Americans defined upon two levels of density determined by a 10% cutting point in regard to population ratios. Three variables were cross tabulated with this setting variable. They were: (1) contributors of information on the needs assessment; (2) type of information used in the needs assessment; and (3) activities of the parent committee (shown in Tables IV-31, IV-32 and IV-33 respectively).

The first analysis of the interface of funding conditions to target setting involves the analysis of contributors of information to needs assessment across the target setting variables. Twenty-seven percent (27%) of the projects were in an urban setting. Because of the absence of many, if any, urban settings with a high density of Native American population, no split was made in regard to density of Native Americans. Of the projects which were conducted in urban settings, 5.2% were in districts with enrollments between 301 and 5000, 19.0% were in districts with enrollments between 5001 and 20,000, 29.3% were in districts with enrollments between 20,001 and 50,000 and 24.1% were in districts with enrollments above 50,000. Approximately 49.2% of the funded districts were in districts with a high density of Native American population (above 10%) in a rural setting. Of these districts, 4.8% had enrollments between 1 and 300 students, 79.0% had enrollments between 301 and 5,000, and 8.6% had enrollments between 5,001 and 20,000. Approximately 23.8% of the funded projects were in districts in a rural low density setting. Of these districts, 2% had enrollments between 1 and 300, 56.0% had enrollments between 301 and 5,000, 34.0% had enrollments between 5,001 and 20,000 and 2% had enrollments between 20,001 and 50,000.

Eighty-five percent (85%) of the urban districts, 82.9% of the rural, high density districts and 76.0% of the rural low density districts used input from Native American pupils in their needs assessment. This use of Native American pupils appeared to be proportionally distributed across district size of enrollment.

Ninety-seven percent (97%) of the rural high density districts and 92% of the rural low density districts used parent committee input in their needs assessment. Again, these frequencies were approximately distributed proportionally across district enrollment levels.

Eighty-six percent (86%) of the rural high density districts and only 62.0% of the rural low density districts used community members in their needs assessment. In the urban setting there was a tendency for the larger districts (above 50,000) to use community members less than the other districts. Otherwise, use of community input was proportionally distributed across enrollment levels.

Only 17.2% of the urban districts, 55.2% of the rural high density and 42.0% of the rural low density districts used input in their needs assessment from Tribal Committee members. The low percentage of districts in the urban setting using Tribal Committee members may be reflective of the large number of tribes served in most urban settings. In the urban setting, there was a tendency for the smaller districts to utilize Tribal Committee members at four times the ratio within the group. Otherwise, the use of Tribal Committee members was proportionally distributed across levels of enrollment.

Eighty-one percent (81%) of the urban districts, 87.6% of the rural high density districts, and 80.0% of the rural low density districts used project staff as input in their needs assessment. In both the urban and the rural high density districts, there was a tendency of the smaller districts not to use staff input.

Seventy-nine percent (79%) of the urban districts and rural high density districts and 72.0% of the rural low density districts used district staff other than project staff as input in their needs assessment. The use tended to be proportionally distributed across enrollment levels.

The next descriptor of needs assessment crosstabulated with the target setting variable was the type of information gathered in the needs assessment. Sixty-seven percent (67%) of the urban districts, 71.4% of the rural high density districts, and 70.0% of the rural low density districts used unsolicited suggestions as needs assessment information. This use of unsolicited information may erode control of information source and may provide a podium for polemic groups. This practice, however, appeared to be proportionally distributed across enrollment levels.

Sixty-three percent (63%) of the urban districts, 65.7% of the rural high density districts and 62.0% of the rural low density districts used unstructured interviews for needs assessment information. This was acceptable as a better practice since this allowed control of the information source. This practice also appeared to be approximately proportionally distributed across enrollment levels.

Only 41.4% of the urban districts, 51.4% of the rural high density districts and 54.0% of the rural low density districts used structured interviews to gather needs assessment information. There appeared to be a tendency for large districts (enrollment greater than 50,000) to use this method more frequently. This may be related to the degree of research sophistication in research methods existing in the larger districts.

Seventy-six percent (76%) of the urban districts, 64.8% of the rural high density districts, and 44.0% of the rural low density districts utilized questionnaires. This practice appeared to be approximately proportionally distributed across enrollment levels.

Parent committee activities were also crosstabulated across the target setting variable. Thirteen parent committee activities were included in the analysis. They were (1) staffing recommendations; (2) curriculum decisions; (3) selection of pupils; (4) public relations; (5) proposal development; (6) budget review; (7) assisting in instructional activities; (8) conduct of needs assessment; (9) proposal review; (10) establishment of objectives; (11) project monitoring; (12) project evaluations; and (13) final report development and review.

Eighty-one percent (81%) of the urban districts, 64.7% of the rural high density districts and 78.0% of the rural low density districts involved the parent committee in a significant way in staff recommendations. This involvement seemed to be proportionally distributed across enrollment levels.

Only 48.3% of the urban districts, 63.8% of the rural high density districts, and 50% of the rural low density district involved the parent committee in curriculum decisions. This variable appeared related to the size of the constituency of the Native American community. Involvement seemed to be related to size of district with the very large districts reporting less.

Fifty-nine percent (59%) of the urban districts, 45.7% of the rural high density districts, and 68% of the rural low density districts reported involvement in the selection of pupils for project participation. This variable appeared approximately proportionally distributed across levels of enrollment.

Forty-five percent (45%) of the urban districts, 60% of the rural high density and 48.0% of the rural low density districts involved the parent committee in public relations. Again, this variable appeared to be constituency related. This variable appeared to be associated with the smaller districts.

Seventy-nine percent (79%) of the urban districts, 79.1% of the rural high density districts and 72.0% of the rural low density districts used the parent committee in proposal development. This use of the parent committee was proportionally distributed across the levels of enrollment.

Eighty-one percent (81%) of the urban districts, 82.9% of the rural high density districts, and 78.0% of the rural low density districts used the parent committee in budget review. This utilization also appeared to be proportionally distributed across enrollment levels.

Only 20.7% of the urban districts, 17.2% of the rural high density districts, and 40.0% of the rural low density districts used the parent committee in the assisting with instructional activities. The increased used by rural low density districts may have represented a shortage of Native American staff and an attempt to get Native American input in instruction. The use of the parent committee in instruction appeared to be primarily associated with the larger districts within a stratum.

Eighty-three percent (83%) of the urban districts, 74.3% of the rural high density districts, and 58% of the rural low density districts used the parent committe in the conduct of the needs assessment. This variability may have been due to the strength of the Indian community. This variable appeared to be approximately proportionally distributed across enrollment levels.

Ninety-three percent (93%) of the urban districts, 84.8% of the rural high density, and 82% of the rural low density districts involved the parent committee in proposal review. This utilization appeared related to the urban/rural variables and appeared approximately proportionally distributed across enrollment levels.

Ninety percent (90%) of the urban districts, 86.2% of the rural high density districts, and 76% of the rural low density districts involved the parent committee in establishing project objectives. This variable appeared to be related to the urban/rural variable and to the density variable with other urban and the high density elements projecting higher involvement. This variable was related to the districts with the larger enrollment statistics.

Sixty-seven percent (67%) of the urban districts, 59.1% of the rural high density districts, and 54% of the rural low density districts involved the parent committee in project monitoring. This involvement was related to the urban/rural variable and to the density variable, but was approximately proportionally distributed over the enrollment level variable.

Sixty-four percent (64%) of the urban districts, 62.8% of the rural high density districts, and 58% of the rural low density districts reported that the parent committee was involved in project evaluations. This variable appeared associated with the smaller districts within a stratum.

Sixty-six percent (66%) of the urban districts, 60.9% of the rural high density districts, and 60% of the rural low density districts involved parent committee members in the development and review of final reports. This variable appeared approximately proportionally distributed across enrollment levels.

The Interface of Funding Conditions with Indian Needs

Summary Description

The major areas of needs identified by the majority of the contributors to this study are: physical, remedial mathematics, remedial reading, remedial general academic areas, Indian heritage, self-concept, motivational, arts and crafts, bilingual and community inovlvement. The order and priority of these needs are outlined in the Detailed Description.

Detailed Description

Tables IV-34 and IV-35 show the interface of funding conditions with Indian needs. Table IV-34 shows the crosstabulation of Indian needs as shown by the needs assessments with the contributors to the needs assessment.

Of the needs reported: 5.0% were physical needs, 3.3% were remedial mathematics needs, 11.7% were remedial reading needs, 11.3% were general remedial academic needs, 16.0% were Indian heritage needs, 0.5% were American society related needs, 3.3% were self-concept needs, 0.9% were physical education or recreational needs, 0.5% were learning materials needs, 2.8% were special education needs, 3.3% were bilingual needs, 6.1% were motivational needs, 3.8% were arts and crafts needs, 0.9% were curriculum enrichment needs, 3.3% were community involvement needs, 0.5% were self-awareness needs, 2.8% were staff training needs, 1.9% were career education needs, 2.8% were vocational needs, 0.5% were other unlisted needs and 1.9% were supportive services needs.

In terms of physical needs, only Tribal Committee members were low in identifying physical needs. Everyone else was in near agreement. Similarly the same profile was developed for remedial mathematics. Likewise, the Tribal Committee appeared low or disproportionate in the identification of remedial reading needs, general remedial academic needs, and Indian heritage needs. The American society needs was proportional across all groups. The self-concept need was also low for the Tribal Committee, but otherwise proportionate. Recreation, learning materials, special education, bilingual, motivational, arts and crafts, staff awareness, staff skill development, and vocational skills were proportionally distributed across needs information sources. The community involvement need, the staff awareness variable, the staff skill training and supportive services were reported low by the Tribal Committees.

The parent committee involvement variable was also crosstabulated with needs (Table IV-35). All needs seemed to be associated approximately proportionally to needs identification. In most areas, parent committee utilization was at least connected to some degree with needs identification although the direct influence of a particular activity was not clear since so many activities were indirectly related to needs identification.

The Interface of Funding Conditions with Funded Projects

The interface of funding conditions with funded projects is shown with the cross tabulation of sources of needs with objectives. Since the activities of the parent committee failed to be related to needs, no attempt was made to relate project activities to objectives due to the association of objectives to needs. Table IV-36 shows the cross tabulation of objectives to needs analysis sources. All of the objectives with the exception of objectives 3, 8, 9, 23, and 24 were proportionally distributed across needs assessment sources. Objectives 3 and 9 appeared less frequently in districts using Native American pupils as a source of information. Likewise, objectives 8, 9, 23 and 24 appeared less frequently in districts using Tribal Committee members as a source of information.

The Interface of Funding Conditions with Measures of Project Outcomes

Summary Description

Projects where parent committees were not involved were considered less effective in the areas of overcoming academic difficulties, improvement of pupil's attitude toward school and the development of a favorable self-concept in Native American pupils.

The staff and parent committee ratings of project effectiveness in the three areas of academic, attitude and self-concept were proportional across the variables of pupil selection by parent committee, proposal development, needs assessment, establishment of project objectives, public relations, proposal review, project evaluations and final report development and review.

Detailed Description

Table IV-37 shows the cross tabulation of needs assessment sources with three of the effectiveness questions: effectiveness in overcoming academic difficulties; effectiveness in the improvement of pupils' attitudes toward school; and effectiveness in the development of more favorable self-concepts in Native American pupils. The ratings were proportionally distributed across sources indicating that different sources of needs were not differentially associated with perceptions of effectiveness by staff and parent committee respondents in the three areas of concern.

Tables IV-38 (a-c) through IV-50 (a-c) show the cross tabulation of parent committee activities with the same three questions of effectiveness. In regard to parent committee involvement in making staffing recommendations, there appeared to be a small interaction between staff and parent committee ratings of districts in their effectiveness at overcoming academic difficulties. Projects where the parent committee was not involved were seen by the parent committee as less effective. Projects where there was high parent committee involvement were seen by staff as less effective than where there was moderate or no parent committee involvement in staffing recommendations. In regard to effectiveness in improving attitudes of Native American pupils toward school, the staff tended to rate projects with no parent committee involvement in making staffing recommendations less effective than those in which the parent committee was involved. The parent committee, however, tended to be more critical than the staff, but were proportionally distributed across the involvement variable.

In regard to project effectiveness in the development of more favorable self-concepts, effectiveness ratings of staff were proportionally distributed across involvement, but parent committee members tended to see districts with no or little involvement as having less effective projects.

Both staff and parent committee ratings of effectiveness were proportionally distributed across parent committee involvement in curriculum decisions for both academic remediation and self-concept development. However, in regard to the improvement of attitudes toward school, the staff tended to rate projects in which there was low parent committee involvement as less effective. This was not the case with parent committee ratings which were proportionally distributed across involvement.

Both staff and parent committee ratings of project effectiveness in all three areas, academic, attitude and self-concept were proportionally distributed across the involvement variable in regard to parent committee participation in the selection of pupils for the projects. The same proportional distribution existed for the cross tabulation of effectiveness in regard to academic remediation and self-concept development with parent committee involvement in public relations. This, however, was not the case for effectiveness in attitude development. Both staff and parent committee ratings of projects showed effectiveness directly related to involvement.

Both the staff and the parent committee relate perceptions of effectiveness with parent committee involvement in proposal development for all three areas; academic, attitude and self-concept development. The staff ratings of effectiveness in the three areas is also associated with parent committee involvement in budget review. However the parent committee ratings displayed an inverse relationship between effectiveness in all three areas and involvement in budget review. This inverse relationship was seen by both staff and parent committee respondents for all three effectiveness questions in regard to parent committee involvement in instruction.

In regard to project effectiveness in academic improvement, in development of favorable attitudes toward school and in the development of favorable self-concepts, the staff ratings were proportionally distributed across the levels of involvement in needs assessment. However, parent committee ratings of the effectiveness of these projects were inversely associated with parent committee involvement. A proportional distribution between involvement in proposal review and in ratings of effectiveness on all three questions was also obtained.

Parent committee involvement in the establishment of project objectives was found to be directly associated with effectiveness ratings of both staff and parent committee for projects in regard to overcoming academic difficulties, improving attitudes toward school and developing favorable self-concepts. Similarly, parent committee involvement in project monitoring was found to be inversely associated with effectiveness ratings by both sets of respondents for the three project outcomes in question.

Ratings of project effectiveness in overcoming academic difficulties, in improving attitudes toward school, and in developing more favorable self-concepts of Native American children were proportionally distributed across parent committee involvement in project evaluations. The same result was found for parent committee inolvement in final report development and review.

Table IV-51 displays the cross tabulation of parent committee reports of their involvement in project activities with the staff and their ratings of project effectiveness in overcoming academic difficulties, in improving attitudes toward school and in developing more favorable self-concepts.

The report of the parent committee in regard to participation in project activities for the most part was proportionally distributed across ratings of effectiveness in the three areas; academic improvement, attitude improvement and self-concept development. The staff and parent committee interactions still occurred in the academic improvement area for parent committee involvement in other activities, but disappears in regard to staffing recommendations. Effectiveness appeared associated with the binary variable of involvement in regard to pupil relations and attitude development, and in regard to selection of pupils, academic improvement and self-concept development. Effectiveness also appears associated with involvement in instruction and in self-concept development.

Interface of Target Setting with Project Outcomes

Summary Description

In urban districts with under 20,000 enrollment and rural high and low density districts, projects were rated by staff and parent committees as moderately to very effective in overcoming academic difficulties and providing supplemental services.

Project effectiveness in the areas of overcoming academic difficulties, providing supplemental services, improving school attitudes and developing favorable self-concepts were not related to the various levels of per pupil expenditure.

Detailed Description

The interface between target setting and project outcomes was investigated through two sets of analyses. The first set of analyses involved the crosstabulation of district setting variables with two questions of effectiveness, namely: effectiveness in overcoming academic difficulties and effectiveness in the provision of supplementary services. The second set of analyses involved the crosstabulation of per pupil expenditure with four questions of effectiveness, namely: effectiveness in overcoming academic difficulties; effectiveness in the provision of supplementary services; effectiveness in the improvement of attitudes toward school; and effectiveness in the development of favorable self-concepts.

Table IV-52 shows the crosstabulation of the setting variable with the ratings of effectiveness by staff and parent committee respondents of projects in regard to their success at overcoming academic difficulties and in providing supplemental services. To review the district setting variable, 27.2% of the projects were urban and, of those projects, 5.2% were in districts with enrollment between 301 and 5,000, 19.0% in districts with enrollment between 5,001 and 20,000; 29.3% in districts between 20,001 and 50,000 and 24.1% in districts with enrollment above 50,000. Forty-nine percent (49%) of the project were in districts which were rural and had greater than 10% Indian populations. Of these districts, 4.8% had enrollments between 1 and 300; 79.0% had enrollments between 301 and 5,000 and 8.6% had enrollments between 5,001 and 20,000. Twenty-three percent (23%) of the projects were in districts which were rural and which had less than 10% Indian population. Of these districts, 2.0% had enrollments between 1 and 300, 56% had enrollments between 301 and 5,000, 34% had enrollments between 5,001 and 20,000 and 2.0% had enrollments between 20,001 and 50,000.

In regard to projects being effective in overcoming academic difficulties, all of the urban projects which were rated only somewhat effective or not effective were in districts with enrollments between 20,001 and 50,000. In the rural high density districts, projects receiving somewhat effective or not effective ratings were proportionally distributed across enrollment levels of 301 to 5,000 and 5,001 to 20,000. This distribution also occurred in the rural low density districts. Hence, it appears that lack of success occurred in districts with slightly larger enrollments in the urban setting than in the rural setting. But in both cases ineffective ratings were limited to given district enrollment levels. In the urban districts, 75.9% of the projects were rated by staff to be very effective or moderately effective in overcoming academic difficulties. In the rural high density districts, 82.9% of the projects were placed by staff in these categories, but only 54.0% of the projects in rural low density districts were rated either moderately or very effective. The parent committee rated 86.2% of the urban districts, 84.7% of the rural high density districts and 68.0% of the rural low density districts in the moderate and very effective categories. Hence, it appeared that both the urban and rural high density districts were able to mount projects which were perceived as slightly more effective than those mounted by the rural low density districts.

In regard to projects being effective in offering services which would not have otherwise been available, all of the urban projects rated only somewhat effective or not effective occurred in districts having enrollments between 20,001 to 50,000. Likewise, the projects rated somewhat effective for rural districts were limited to those having enrollments between 301 and 20,000. The staff rated 86.2% of the urban districts, 97.6% of the rural high density and 66.0% of the rural low density districts as having projects which could be classified as either moderately or very effective. The parent committee rated 87.0% of the urban districts, 89.5% of the rural high density districts, and 82.0% of the rural low density districts as having projects which could be classified as either moderately or very effective in the provision of supplemental services. Again, there appears to be an association of effectiveness with density of the Indian community and with the expertise of urban school districts.

Responses to four effectiveness questions were crosstabulated with a per pupil expenditure variable which contained five classifications of per pupil expenditures $1 to $500, $500 to $1,000, $1,000 to $1,500, $1,500 to $2,000, and above $2,000. The four effectiveness questions included staff and parent committee ratings of projects in regard to their success in overcoming academic difficulties, in providing services which would not have been provided otherwise, in improving the attitudes of Native American pupils toward school, and in developing more favorable self-concepts of Native American pupils. Of the funded projects, 0.9% of the districts had per pupil expenditures between $1 and $500; 5.2% between $500 and $1,000; 21.6% between $1,000 to $1,500; 33.3% between $1,500 and $2,000; and 23.9% over $2,000. Ratings of project effectiveness in overcoming academic difficulties appeared to be proportionally distributed across levels of per pupil expenditure. Similarly, ratings of project effectiveness in the provision of supplemental services were also proportionally distributed across levels of per pupil expenditure. Ratings of project effectiveness in the improvement of school attitudes and in the development of favorable self-concepts were also proportionally distributed across levels of per pupil expenditure. Hence, it did not appear that ratings of project effectiveness associated effectiveness with levels of per pupil expenditure. (Table IV-53)

The Interface of Funding Level with Target Setting

Summary Description

In urban areas, 8.6% of the districts received grants below $10,000; 24.1% received grants between $10,000 and $50,000; and, 67.2% of the districts received grants over $50,000.

In rural high density areas, 7.6% of the districts received grants below $10,000 and 36.2% received grants between $10,000 and $50,000.

In rural low density areas, 50% of the districts received grants below $10,000; 40% received grants between $10,000 and $50,000; and 10% of the districts received grants above $50,000.

The majority of the urban districts (67.2%) which received grants over $50,000 were districts with pupil enrollments over 20,000. The 10% of the districts receiving over $50,000 in the rural low density areas were distributed in districts whose enrollment exceeded $5,000.

Detailed Description

The interface of funding level with target setting is displayed in Table IV-54 which shows the target setting variable crosstabulated with grant size. Nine percent (9%) of the urban districts received grants below $10,000. These grants were distributed approximately proportionally across categories of district enrollment. Twenty-four percent (24%) of the urban districts received grants between $10,000 and $50,000. These grants were proportionally distributed across categories of district enrollment. Sixty-seven percent (67%) of the urban districts received grants over $50,000 and there was a tendency for them to be primarily distributed in districts with enrollment above 20,001. Eight percent (8%) of the rural high density districts received grants of less than $10,000. As would be expected these grants were primarily distributed in the smaller districts whose enrollments were between 1 and 300 and between 301 and 5,000. Thirty-six percent (36%) of the rural high density districts received grants between $10,000 and $50,000. These grants were primarily given to districts with enrollments between 301 and 5,000. Fifty percent (50%) of the rural low density districts received grants below $10,000. These grants were distributed largely in districts having enrollments between 301 and 5,000. Forty percent (40%) of the rural low density districts received grants between $10,000 and $50,000. These grants were distributed in districts whose enrollments fell between 301 and 20,000 with the majority being in districts between 301 and 5,000. Ten percent (10%) of the rural low density districts received grants above $50,000. These grants were distributed in districts whose enrollment exceeded 5,000 pupils.

Interface of Indian Needs with Project Outcomes

Summary Description

Sixty percent (60%) of districts with grant sizes below $10,000, 58% of districts with grant sizes between $10,000 and $50,000, and 69% of districts with grant sizes over $50,000 were appropriately targeted in that where the district reported reading needs, they also reported matching project objectives.

In districts receiving grants ranging from below $10,000 to $50,000 and above, and were identified as having a reading need and reading objectives, the majority of the districts were reported to be moderately to very effective in overcoming academic difficulties, in providing supplemental services, in improving attitudes toward school, developing favorable self-concepts, improving staff attitudes toward Native American pupils, and improving attitudes of non-Native American pupils toward Native American pupils. The larger the grant size, the greater percentage of districts with reading needs and reading objectives which showed moderate to very effective improvement in the areas mentioned above.

Thirty-three percent (33%) of districts with grant sizes below $10,000, 64% of districts with grant sizes between $10,000 and $50,000, and 71% of districts with grant sizes over $50,000 were appropriately targeted in that where the district reported guidance and counseling needs, they also reported matching project objectives.

In districts receiving grants ranging from below $10,000 to above $50,000, and were identified as having guidance and counseling needs and objectives, the majority of the districts were reported to be moderately to very effective in overcoming academic difficulties, providing supplemental services, improving attitudes toward school, developing favorable self-concepts, and improving staff and non-Native American pupil attitudes toward Native American pupils. The larger the grant size, the greater percentage of districts with guidance and counseling needs and objectives which showed moderate to very effective improvement in the areas mentioned above.

Regardless of grant size, the parent committee rated the majority of projects with mathematical, bilingual and special education needs and objectives as effective in overcoming academic difficulties.

For the most part, districts which had needs and objectives reported in industrial education, agricultural education, service occupation education, business education and domestic education were considered to be effective in providing supplemental services.

Detailed Description

Tables IV-55 through IV-60 report analyses of project outcomes across Indian needs. The variable to be used to display Indian needs also includes the interface of these needs to project objectives. Indian needs were paired with project objectives in order to create a four-level targeting variable. These levels included: (1) there is a need and there is a matching project objective: (2) there is a need but there is not a project objective; (3) there is no reported need, but there exists a project objective; and (4) there is no reported need and no project objective. Table IV-55 shows the crosstabulation of this variable to all six effectiveness questions as rated by parent committee respondents for the areas of remedial reading and counseling and guidance. In each of these analyses, grant size was used as a control variable.

Fifty-three percent (53%) of the districts receiving grants of less than $10,000 had a reading need and a matching project objective. Forty percent (40%) of the districts reported the need, but failed to have a project objective. Three percent (3%) of the districts had a project objective, but failed to report a need and 5.3% of the districts had no need and no objective. Hence, nearly 60% of the districts receiving grants of under $10,000 were appropriately targeted. In districts receiving grants between $10,000 and $50,000, 48.6% had a reported need and a reading objective, 38.9% had a need but no project objective, 4.2% had no need but had a project objective and 8.3% had neither need nor objective in reading. Hence, nearly 58% of the districts were appropriately targeted. Of the districts receiving grants of greater than $50,000, 61.2% reported having both a reading need and objective, 29.1% had a need but no objective, 1.9% had no need but an objective and 7.8% had neither need nor objective. Hence, 69% of these districts were appropriately targeted in reading.

Ninety-two percent (92%) of the districts received grants below $10,000, and 46% reported the existence of a reading need. Seventy-four percent (74%) of these districts were rated either moderately or very effective in overcoming academic difficulties. Seventy-six percent (76%) of these districts were rated moderately or very effective in providing services which would not normally be provided otherwise. Sixty-three percent (63%) of these districts were rated as achieving moderate or great improvement in changing attitudes toward school. Seventy-four percent (74%) were rated moderately or considerably effective in helping pupils develop more favorable self-concepts. Sixty percent (60%) were rated moderately or considerably effective in improving staff attitudes toward Native American pupils. Fifty-four percent (54%) were rated moderately or considerably effective in improving the attitudes of non-Native American pupils toward Native American pupils.

Fifty-five percent (55%) of the districts receiving grants below $10,000 reported reading objectives. Eighty-six percent (86%) of these districts were rated moderately or very effective in remedial academic improvement. Ninety-one percent (91%) of these districts were rated moderately or very effective in the provision of supplemental services. Eighty-six percent (86%) were rated moderately or considerably effective in improving attitudes toward school and were rated moderately or considerably effective in developing more favorable self-concepts. Seventy-six percent (76%) were rated moderately or considerably effective in changing staff attitudes and 71.4% were rated moderately or considerably effective in changing attitudes of non-Native American pupils.

Eighty-eight percent (88%) of the districts receiving grants between $10,000 and $50,000 reported the existence of a reading need. Eighty-three percent (83%) of these districts were rated either moderately or very effective in overcoming academic difficulties. Eighty-six percent (86%) were rated either moderately or very effective in providing supplemental services. Eighty-seven percent (87%) of these districts were rated moderately or considerably effective in improving attitudes toward school. Ninety-four percent (94%) of these districts were rated moderately or considerably effective in the development of favorable self-concepts. Eighty-three percent (83%) were rated moderately or considerably effective in improving staff attitudes, and 67.8% were rated moderately or considerably effective in improving attitudes of non-Native American pupils toward Native American pupils.

Fifty-three percent (53%) of the district receiving grants between $10,000 and $50,000 reported having a reading objective. Of these districts, 94.6% were rated moderately or very effective in overcoming academic difficulties of Native American children. Ninety-two percent (92%) were rated moderately or very effective in the provision of supplemental services. Ninety-seven percent (97%) were rated moderately or considerably effective in improving attitudes toward school. Ninety-eight percent (98%) were rated moderately or considerably effective in the development of favorable self-concepts. Eighty-four percent (84%) were rated moderately or considerably effective in improving staff attitudes toward Native American pupils and 65.9% of the districts were rated moderately or considerably effective in improving non-Native American pupil attitudes toward Native American pupils.

Ninety percent (90%) of the districts receiving grants of greater than $50,000 reported the existence of a reading need. Eighty-nine percent (89%) of these districts were rated effective (either moderately or very) in overcoming academic difficulties. Eighty-three percent (83%) were rated effective in the provision of supplemental services and 92.5% were effective in improving attitudes toward school. Eighty-seven percent (87%) of these districts were rated moderately or considerably effective in helping pupils develop more favorable self-concepts. Eighty-six percent (86%) were rated either moderately or considerably effective in the improving of staff attitudes toward Native American pupils and 67.6% were rated either moderately or considerably effective in improving the attitudes of non-Native American pupils toward Native American pupils.

Sixty-three percent (63%) of the districts receiving grants of greater than $50,000 reported having a reading objective. Of these districts, 89.2% were rated moderately or very effective in overcoming academic difficulties; 89.3% were effective in the provision of supplemental services; 93.9% were effective in improving attitudes toward school; 96.9% were effective in developing more favorable self-concepts; 97% were effective in improving staff attitudes, and 73.8% were effective in improving the attitudes of non-Native American pupils toward Native American pupils.

It is apparent that the smaller projects in reading were rated less effective in project outcomes related to the affective domain. This may have been due to the absence of support mechanisms for the project effort.

Counseling and guidance matches between needs and objectives were crosstabluated with effectiveness in the same manner as were reading programs. In the analysis of targeting, 15.8% of the districts receiving grants of less than $10,000 reported having both need and project objective in guidance and counseling. Sixty-three percent (63%) reported a need but no objectives; 2.6% reported no need but an objective and 18.4% reported no need and no objective. Hence, only 33% of these districts could be considered appropriately targeted. Of the districts receiving grants between $10,000 and $50,000, 54.2% of the districts reported a match between need and objective, 29.2% reported a need but no objective, 6.9% reported no need but the existence of an objective and 9.7% reported neither need nor objective. Hence, nearly 64% of these districts were appropriately targeted. Of the districts receiving grants greater than $50,000, 64.1% of the districts reported both a need and an objective, 26.2% reported a need but no objective, 2.9% reported no need but the existence of an objective and 6.8% reported neither need nor objective. Hence, nearly 71% of the districts were appropriately targeted.

Seventy-nine percent (79%) of the districts receiving grants below $10,000 reported the existence of a guidance and counseling need. Of these districts, 76.4% were rated moderately or very effective in overcoming academic difficulties; 90% were rated moderately or very effective in providing supplemental services; 76.3% of them were rated moderately or considerably effective in improving attitudes toward school; 83.2% were rated moderately or considerably effective at developing more favorable self-concepts; 69.8% were rated at least moderately effective at improving staff attitudes toward Native American pupils; and 59.8% were rated moderately or considerably effective at influencing the attitudes of non-Native American pupils.

Twenty-one percent (21%) of these districts reported having counseling and guidance project objectives. Of these districts, 73.3% were rated effective in overcoming academic difficulties; 73.8% were rated effective in the provision of supplemental services; 61.6% were rated effective in improving attitudes toward school; 73.8% were rated effective in developing more favorable self-concepts; 49% were rated effective in improving staff attitudes and 61.2% were rated effective in improving non-Native American pupils' attitudes toward Native American pupils.

Eighty-three percent (83%) of the districts receiving grants between $10,000 and $50,000 reported guidance and counseling needs. Seventy-nine and eight tenths (79.8%) percent were rated effective in overcoming academic difficulties; 84.8% were rated effective in providing supplemental services; 85.0% were rated effective in improving attitudes toward school; 91.6% were rated effective in developing more favorable self-concepts; 81.6% were rated effective in improving staff attitudes and 63.3% were rated effective in improving non-Native American pupils' attitudes toward Native Americans.

Sixty-one percent (61%) of these districts reported counseling and guidance objectives. Of these districts, 90.9% were rated effective at overcoming academic difficulties; 90.9% were rated effective in the provision of supplemental services; 88.7% were rated effective in improving attitudes toward school; 95.5% were rated effective in the development of favorable self-concepts; 86.4% were rated effective in improving staff attitudes toward Native American pupils; and 68.2% were rated effective in improving the attitudes of non-Native American pupils toward Native American pupils.

Ninety percent (90%) of the districts receiving grants greater than $50,000 reported counseling and guidance needs. Of these districts, 88.2% were rated effective in overcoming academic difficulties; 92.3% were rated effective in providing supplemental services; 92.4% were rated effective in improving attitudes toward school; 97.8% were rated effective in developing more favorable self-concepts; 84.9% were rated effective in improving staff attitudes; and 67.7% were rated effective in improving attitudes of non-Native American pupils toward Native American pupils.

Sixty-seven percent (67%) of the districts which received grants above $50,000 had counseling and guidance objectives. Of these districts, 89.8% were judged effective in overcoming academic difficulties; 91.3% were judged effective in the provision of supplemental services; 94.1% were judged effective in improving attitudes toward school; 97.1% were judged effective in improving self-concepts; 85.5% were judged effective in changing staff attitudes; and 65.2% were judged effective in improving attitudes of non-Native American pupils toward Native American pupils.

Three target variables, mathematics, bilingual and special education, were cross-tabulated with parent committee ratings of effectiveness in overcoming academic difficulties and grant size. Ninety-two percent (92%) of the districts receiving grants below $10,000 had mathematics needs. Thirty-seven percent (37%) of the districts had mathematics objectives to match mathematics needs. A total of 39.4% of these districts had mathematics objectives and 42.1% of the districts were appropriately targeted. Of the districts reporting mathematics needs, 71.4% of these districts were rated effective in overcoming academic difficulties. Forty percent (40%) of the districts having mathematics objectives were rated effective. Eighty-eight percent (88%) of the districts receiving grants between $10,000 and $50,000 reported mathematics needs.

Thirty-nine percent (39%) of the districts had matching mathematics needs and objectives. Forty-two percent (42%) of the districts receiving grants between $10,000 and $50,000 had mathematics objectives. Forty-nine percent (49%) of the districts were appropriately targeted. Eighty-three percent (83%) of the districts receiving grants between $10,000 and $50,000 and having mathematics needs were rated effective in overcoming academic difficulties. Ninety-seven percent (97%) of the projects having mathematics objectives were judged effective. Eighty-four percent (84%) of the districts receiving grants of over $50,000 reported mathematics needs. Forty-seven percent (47%) of the districts receiving grants over $50,000 have matching mathematics needs and objectives. Fifty-eight percent (58%) of the districts in this grant size category were targeted appropriately. Of the districts reporting mathematics needs, 91.8% were judged effective. Of the districts having mathematics objectives, 85.2% were judged effective.

In terms of bilingual education, 28.9% of the districts receiving grants of below $10,000 reported bilingual needs. Twenty-five percent (25%) of the districts receiving grants between $10,000 and $50,000 reported bilingual needs and 40.8% of the districts receiving grants of above $50,000 reported bilingual needs. Only 2.6% of the districts receiving grants below $10,000 had matching bilingual needs and objectives. Likewise, 1.4% of the districts receiving grants between $10,000 and $50,000 and 13.6% of the districts receiving grants of over $50,000 had matches between bilingual needs and objectives. Of the districts reporting bilingual needs and receiving grants of less than $10,000, 63.6% were judged effective; of those reporting bilingual needs and receiving grants between $10,000 and $50,000, 66.8% were judged effective; and of the districts reporting bilingual needs and receiving grants greater than $50,000, 90% were judged effective.

Of the districts having bilingual education objectives and receiving grants of less than $10,000, all were judged effective; of the districts having bilingual education objectives and receiving grants between $10,000 and $50,000, all were judged effective; and of the districts having bilingual education objectives and receiving grants of over $50,000, 79.8% were judged effective in overcoming academic difficulties.

Thirty-one percent (31%) of the districts receiving grants below $10,000 reported special education needs while 2.6% of these low grant districts had special education objectives. Forty-six percent (46%) of the districts receiving grants of between $10,000 and $50,000 reported special education needs and 8.3% of the intermediate grant districts had special education objectives. Fifty-three percent (53%) of the districts receiving grants of over $50,000 reported special education needs and 4.7% of these districts had special education objectives. Appropriate targeting in the districts receiving grants between $10,000 and $50,000, 61.1%; and for districts receiving grants above $50,000, 47.6%. Effectiveness ratings for districts reporting special education needs are as follows: for districts receiving grants below $10,000, 83.4%; for districts receiving grants between $10,000 and $50,000, 81.8%; and for districts receiving grants over $50,000, 90.8%. Of the districts reporting special education objectives, for districts receiving grants of less than $10,000, 100%; for districts receiving grants between $10,000 and $50,000, 100%; and for districts receiving grants over $50,000, 84.2%.

Five target variables were crosstabulated with the ratings of effectiveness in providing supplemental services. They included industrial objectives, agriculture objectives, service occupations, business objectives, and domestic objectives. District percentages for key subdivisions will be reported for districts receiving grants below $10,000, districts receiving grants between $10,000 and $50,000 and districts receiving grants for over $50,000, respectively. For industrial education districts, the industrial education needs were: 73.7%, 69.5%, and 71.8%. Those districts reporting a match between needs and objectives were: 0%, 4.2%, and 12.6%. Targeting percentages for the districts in industrial education were: 26.3%, 29.2%, and 37.8%. Of the districts reporting needs in industrial education: 85.6%, 87.9%, and 64.1% were judged effective. Of the districts reporting objectives in industrial education: 0%, 100% and 87.7% were rated effective.

In regard to agricultural education, the districts reporting needs were: 57.9%, 51.4%, and 52.5% respectively; the districts reporting a match between needs and objectives were: 0%, 1.4% and 4.9% respectively. Targeting percentages for the districts were: 42.1%, 44.5% and 50.5% respectively. Of the districts reporting needs in agriculture education, 86.3%, 89.2%, and 90.4% were judged effective in the provision of supplementary services. Of the districts reporting agricultural objectives, 0%, 100%, and 100% were judged effective.

In regard to service occupation education, the districts reporting needs were: 55.3%, 65.3% and 65.1% respectively. The districts reporting a match between needs and objectives were: 0%, 2.8%, and 10.7% respectively. The targeting percentages were: 44.7%, 34.7% and 41.8%. Of the districts reporting needs in service occupation education: 81%, 89.2%, and 80.2% were judged effective. Of the districts reporting service occupation education objectives: 0%, 100% and 88.3% were judged effective.

In regard to business education, the districts reporting needs were: 63.2%, 72.2% and 74.7% respectively. The districts reporting needs and objectives, matches were: 0%, 5.6% and 18.4% respectively. Targeting percentages were: 36.8%, 30.6% and 41.7% respectively. Of the districts reporting needs in business education: 87.5%, 65.3% and 66.9% were judged effective. Of the districts reporting objectives in business education: 0%, 70% and 91.1% were judged effective.

In regard to domestic education, the districts reporting needs were: 65.8%, 69.5%, and 73.8% respectively. The districts reporting need and objective matches were: 0%, 4.2% and 13.6%. Targeting percentages were: 34.2%, 32.0% and 38.8% respectively. Of the districts reporting domestic needs: 87.9%, 89.7% and 67% were judged effective. Of the districts reporting domestic education objectives: 0%, 100%, and 93.1% were rated effective.

Two targeting variables, attendance and attitudes toward school, were crosstabulated with effectiveness ratings by the parent committee in regard to improving attitudes toward school of Native American pupils. In regard to attendance, the districts reporting needs were: 68.4%, 83.3% and 84.4% respectively. Districts reporting matches between attendance needs and objectives were: 15.8%, 45.8%, and 48.5% respectively. Targeting percentages were: 39.5%, 55.5%, and 59.2% respectively. Of the districts reporting attendance needs: 80.8%, 85.1% and 93.1% were judged effective. Of the districts reporting attendance objectives: 78%, 95%, and 94.3% were judged effective.

In regard to the improvement of attitudes toward school, the districts reporting needs were: 76.3%, 84.7%, and 88.3% respectively. The districts reporting matches between needs and objectives were: 26.3%, 47.2%, and 56.3% respectively. Targeting percentages were: 47.4%, 52.8%, and 58.2% respectively. Of the districts reporting changes in attitudes toward school needs, 76%, 85.3%, and 93.4% were judged effective. Of the districts reporting objectives in improving attitudes toward school, 73%, 92.2%, and 93.4% were judged effective.

Four targeting variables were crosstabulated with effectiveness ratings on the development of more favorable self-concepts in Native American pupils. These targeting variables included: self-concept, responsibility and self-direction, attitude toward peers, and personal ambition.

In regard to the self-concept area, districts reporting needs in self-concept development were: 76.3%, 84.7%, and 88.4% respectively. Districts reporting a match between needs and objectives were: 34.2%, 48.6%, and 58.3% respectively. Targeting percentages were: 57.9%, 55.5%, and 67.0% respectively. Of the districts reporting needs in self-concept development: 95.3%, 91.8%, and 97.7% were judged effective. Of the districts reporting objectives directed toward the development of favorable self-concepts: 92.3%, 95.2%, and 96.7% were judged effective.

In regard to the responsibility and self-direction area, districts reporting needs were: 79%, 87.5%, and 90.3% respectively. Districts reporting matches between needs and objectives were: 21.1%, 40.3%, and 52.4%. Targeting percentages were: 36.9%, 47.2%, 59.2% respectively. Of the districts reporting needs: 80%, 92% and 97.7% were judged effective. Of the districts reporting objectives: 90.1%, 94.1%, and 96.3% were judged effective.

In regard to the area improvement of attitudes toward peers: 52.6%, 76.4%, and 76.7% districts reported needs respectively. Districts reporting matches between needs and objectives were: 15.8%, 40.3%, and 43.7% respectively. Targeting percentages were: 55.3%, 57%, and 57.3% respectively. Of the districts reporting needs: 79.8%, 90.9%, and 98.6% were judged effective. Of the districts reporting objectives: 88.6%, 97.2%, and 96.2% were judged effective.

In regard to the area of personal ambition, districts reporting needs were: 81.6%, 87.5%, and 89.3% respectively. Districts reporting matches between needs and objectives were: 18.4%, 37.5%, and 45.6% respectively. Targeting percentages were: 36.8%, 45.8%, and 53.4% respectively. Of the districts reporting needs: 83.8%, 93.6%, and 97.8% were judged effective. Of the districts reporting objectives: 85.8%, 93.2%, and 96% were judged effective.

Two service area targeting variables were crosstabulated with ratings of effectiveness in provision of supplemental educational services made by parent committee members. These service areas included medical and dental services and psychological services.

In regard to medical and dental services, districts reporting needs were: 63.2%, 65.5%, and 65.1% respectively. Districts reporting matches between needs and objectives were: 7.9%, 15.3%, and 20.4% respectively. Targeting percentages were 42.1%, 57%, and 48.6% respectively. Of the districts reporting needs: 83.3% 89.7%, and 94% were judged effective. Of the districts reporting objectives: 75.2%, 99.4%, and 96.3% were judged effective.

In regard to psychological services, districts reporting needs were: 52.6%, 56.9%, and 63.1% respectively. Districts reporting matches between needs and objectives were: 2.6%, 12.5%, and 13.6%. Targeting percentages were: 44.7%, 50%, and 42.7% respectively. Of the districts reporting needs: 95%, 85.5%, and 100% were judged effective. Of the districts reporting objectives: 65.8%, 100% and 100% were judged effective.

4.2.3 Feasibility Of Impact Evaluation

Three research models were applied to test the feasibility of impact evaluation. They were: (1) the Glass model of meta-analysis to summarize separate studies empirically; (2) a MANOVA model based upon field judgment, and (3) an ANCOVA model based upon pupil achievement data and participation in objectives.

The Glass Model

Glass, in his 1976 presidential address to the annual conference of the American Educational Research Association, proposed an empirical meta-analysis model for the summary of results of separate research studies. This model required the use of either a pretest-post test control group design or a randomized post test only control group design. The model proposed was metric-free in that it utilized the distribution of normalized difference scores. The achievement test scores collected on an Indian/non-Indian subsample within districts permitted a feasibility test of impact using this model. This model was proposed since different tests were used across districts. This test was run for both reading and mathematics scores for the 4th, 7th, and 12th grades.

For the 4th grade, 39 districts reported usable pretest-post test data (1975-1976 achievement test scores for a number n=10 to 15 Indians and non-Indian students). Table IV-61 illustrates the results of the application of the Glass meta-analysis model to the reading and mathematics achievement tests comparing the distribution of the difference of the "gain" scores between Indians and non-Indians. t-coefficients for the mean difference in "gain" scores distributions from zero are $t = -0.75$ and $t = -1.0^{o}$ (t having 38 degrees of freedom). It can be noted that there was only a slight non-significant difference in gain, indicating that neither groups' progress was superior to the other. In this case near equal progress denoted a plus in favor of the IEA Title IV Part A projects.

Table IV-62 displays the same comparisons on 7th grade reading and mathematics scores. Again, no significantly different t coefficients, t = 0.99 for reading and t = -1.60 for mathematics, were obtained with n = 31 districts for reading and n = 28 districts for mathematics. In this case, the near zero means were of opposite sign, and differential progress could not be assumed.

Table IV-63 displays the same analysis for grade 12, but only four districts reported usable data. The means of the distributions were both positive, but non-significant.

Results of this analysis suggested that if more equivalent comparison groups (Indians in the project and Indians not in the project) were obtained and a controlled testing situation were imposed, that impact evaluation may be feasible in reading. The results of the Glass model do not indicate positive results in that Indian children in the project did not progress at a more rapid rate than non-Indian children, but given that, to date, this rate was not as great, inference of some project impact can be made.

Due to the absence of more than half of the achievement test data across districts and due to the existence of only 20% of the districts possessing data of adequate quality for analysis, the test of feasibility of impact is inconclusive. The Metropolitan Achievement Test in reading was shown to discriminate across projects with reading objectives, but not across projects with objectives in mathematics. Likewise, more significant trends across program participants were found in reading, but not in mathematics. It appears that if more complete data could be gathered, then a standardized test in reading could be found to discern program effects. Similar hope is not maintained, however, in the area of mathematics, where there are fewer projects and project participants.

MANOVA TEST

A second investigation of feasibility of impact evaluation was made using the general linear models procedure for the multivariant analysis of variance upon multiple judgements of project success. Three MANOVA's were run using a one-way classification and two dependent variable models. The independent variable was whether or not the objective in question was implemented in a given project. The two dependent variables were independent ratings of project success or effectiveness made by staff and parent committee members.

Three MANOVA models were run. They involved the remedial reading objective with ratings of the effectiveness of the projects in overcoming academic problems, the remedial mathematics objective with ratings of the effectiveness of the projects in overcoming academic problems, and the self-concept objective with ratings of the effectiveness of the projects in developing more favorable self-concepts in Native American pupils.

The MANOVA program generated standard analysis of variances tests on each of these dependent variables, and provided the multivariant analysis using Wilks' criterion for the determination of significance. All three tests were reported for each MANOVA.

Table IV-64 displays the statistics for the analysis of the impact of the reading objective. An $F(1,211) \geq 8.89$ for $p < .05$. The parent committee ratings do not approach significance in the univariate analysis. The staff ratings, however, produced an $F(1,211) = 5.89$ which was significant at the $p = .05$ level. The multivariate analysis produced an $F = 3.28$ which was also significant at the $p = .05$ level. An $F(2,210) \geq 3.04$ for $p < .05$. This analysis indicated that projects with reading objectives were rated more effectively in overcoming academic difficulties than were projects which did not have reading objectives.

An exact analysis as was reported was made using the mathematics objective. No significance was found in any of the three tests. (Table IV-65)

Although the finding of significance in reading programs was made on project ratings, this result offers some credence to the Glass results. Here, the completeness of the data is much larger so as to include more than 90% of the data. Again, no similar hope for mathematics is maintained.

Given that a suitable self-concept inventory could be identified (only five districts reporting using self-concept scales and three of these showed positive gains), the MANOVA on ratings suggests the potential of impact evaluations in the self-concept area.

A third MANOVA was run on the self concept objective. Again, the parent committee ratings failed to produce a significant F ratio; $F(1,211) = 3.78$ whereas $F(1,211) \geq 3.89$ for $p < .05$. The staff ratings, however, produced a significant F ratio; $F(1,211) = 17.36$ whereas $F(1,211) \geq 8.39$ for $p < .05$. The combined multivariate test produced an $F(2,210) = 8.85$ whereas $F(2,210) \geq 3.04$ for $p < .05$. This analysis indicates that projects having the self-concept objective produced more impact in the development of favorable self-concepts in Native American pupils than did the projects which did not have the self-concept objectives. (Table IV-66)

THE ANCOVA MODEL

As a third alternative to a feasibility test, four analyses of covariance were run on the achievement tests with the greatest frequency of use. Six were planned but there were not enough reading and mathematics scores for the 12th grade to conduct an analysis of covariance. Hence, tests on reading and mathematics achievement scores in the 4th and 7th grade were conducted using SRA's grade equivalents, the most frequently reported scores.

Tables IV-67 through IV-70 report the results of these two-way analysis of covariance tests. SRA grade equivalent scores 1976 were used as the dependent variable, 1975 SRA's grade equivalent scores were used as a covariable, the subjects were grouped as to whether or not they were in a project having an objective appropriate to the test — reading to reading scores, mathematics to mathematics scores, and were also grouped as to Indian/non-Indian. In all four tests — two for the 4th grade and two for the 7th grade, the covariable explained most of the variance, hence no differences between groups or any effects were found. In all cases means were similar enough to post no differences.

Although no differences were obtained, the groups were extremely small and differences between pretests of comparison and treatment groups were large. There were observable tendencies of increased gains in favor of Indians as opposed to non-Indians in reading but not in mathematics. Presence of project objectives in reading, however, did not appear to explain much variance.

SUMMARY

Given the slight potentiality of results in reading in all three tests, given the weakness in number of districts for which usable data were available, the apparent pretest differences between control and treatment groups, and the absence of a common metric across districts, the feasibility of impact evaluation in reading appears favorable. A standard achievement test like the Metropolitan, enhanced by equivalent comparison groups, controlled testing and nearly complete data returns could be found to discriminate project effects in reading. Findings in mathematics, however, do not suggest that impact evaluation in mathematics is feasible. These negative findings may be due to the fewer number of mathematics projects and the smaller number of participants in addition to the large amount of missing data, the absence of a common metric and the large differences between comparison groups.

MANOVA results supported by a small sample of local evaluation results in favor of self-concept improvement suggest a potential impact evaluation in the area of self-concept development could be made if a suitable instrument can be found. The use of multiple-party ratings of project effectiveness are suggested as potential validation evidence in the design of any impact evaluation request for proposal.

4.2.4 Analysis Of Eligible Unfunded Projects

A matching sample of eligible but unfunded districts was surveyed relative to their reasons for non-participation. A response of n = 139 or 62.3% of the original sample was obtained. Of the responding sample, 80.6% responded that they were knowledgeable about Title IV, Part A. One percent (1%) had heard about the program, but did not feel knowledgeable. Eighteen percent (18%) failed to answer the question.

In response to the question of whether or not they knew about their eligibility, 83.5% responded that they did, 10.8% were not informed and 5.8% failed to answer the question. Nineteen percent (19%) of the unfunded districts had made formal applications for funding; 77% did not apply, and 4.3% failed to answer the question.

In response to the questions concerning the reason for not applying, 22.3% failed to answer this question. Most of the respondents had in fact made applications and simply skipped to the question concerning reasons for the rejection of these applications. The most frequent reason for not making the application was reported to be too few Native American pupils, given by 21.6% of the districts. Nine percent (9%) of the districts reponded that they believed that their present program was adequate for all students. Eight percent (8%) were not aware of their eligibility and 7.9% believed that the grant amount did not justify the administrative effort. Other reasons included: 6.5% due to a board of education decision; 5% reported that the Indian community had not interacted; 4.3% did not apply because of a denial on previous years; 4.3% simply missed the completion deadline; 3.6% felt that the Indian community was not adequately defined; 2.9% felt that the funding was too limited; and 0.7% gave varying reasons: including inadequate staffing, unsurety of Indian certification, that they participated in a consortium, hence no direct funding was needed; because the previous year program was funded so late; and they were not aware of a reason. Only 0.7% of the unfunded sites reported that they were funded. Only 5% of the districts prepared an application, but failed to submit it.

Of the 18.7% of the districts which applied unsuccessfully for funding, 2.9% were given reasons for non-funding that non-Indians were not allowed in the program and 2.9% failed to understand why they were rejected. Other reasons for rejection included: 1.4% which failed to meet guidelines, 1.4% entered a late submission, and 0.7% gave no reason.

Thirty-five percent (35%) of the unfunded districts have organized Indian education constituencies in their community and 56.1% do not know of Indian community organization for education. Forty-six percent (46%) of the districts reported that the Indian community was aware of the Title IV eligibility; 25.9% reported that the Indian community was uninformed. Only 21.6% of the Indian communities in the unfunded districts expressed a desire to apply to the Part A program. The reasons given for the Indian community not applying were: 6.5% had too few Native American students, 5.8% had no interest; 4.3% had no defined Indian community, 4.3% reported that present programs were adequate, 2.2% reported previous denials, 2.2% reported missed completion deadline, 2.2% were not aware of eligibility, 1.4% felt that the grant was not worth administrative costs, 0.7% reported too limited funding, 0.7% reported board of education decision, 0.7% were unsure of Indian certification, and 0.7% reported had no consortium arrangements.

The unfunded districts reported that the following other federal programs were in their district: 57.6% ESEA Title I, 12.9% Johnson O'Malley, 1.4% ESEA Title IV, and 1.4% Special Education/Handicapped. These programs provided: 41.0% remedial reading, 11.5% remedial general academic, 3.6% counseling and guidance, 2.9% special education/handicapped, 2.2% curriculum enrichment and development, 1.4% cultural enrichment and Indian heritage, 1.4% arts, crafts, and fine arts, 1.4% teacher aides, 0.7% provision of learning materials, 0.7% parent and community involvement, and 0.7% staff development and Indian awareness. Thirty percent (30%) of the districts reported that they have Native American staff.

When asked how Native American pupils compared with non-Native American pupils, 16.5% of the districts failed to respond. The following responses were gained: 64.0% similar to non-Native American students, 13.7% below non-Native American students, 3.6% above non-Native American students, 1.4% academics were average, dropouts high, and 0.7% dropout.

4.2.5 Analysis of Financing of Indian Education

As part of the National Evaluation Survey of Projects Funded Under Title IV, Part A, an analysis of financing of programs for Indian Education was performed. The primary sources of data for this analysis were the Survey of Local Government Finances - School Systems, 1974-1975 (ELSEGIS IX) and the 1970 Census Fourth Count (Population) School District Data Tapes. The analysis was based on information derived from a merger of these tapes.

Information on a total of 4,875 school systems was available from this combined data source. However, 63 school systems were dropped from the analysis since they did not provide information on average daily membership. From the total, sample information was available on 1,209 school systems for which the Office of Indian Education has identified enrollment of one or more Indian students. A subsample of 121 of these school systems had reported Indian enrollment of over 10 percent of total enrollment.

Tabular presentation and analysis was based on six enrollment-size groups based on average daily membership (ADM): 25,000 or more, 10,000 to 24,999, 5,000 to 9,999. 2,500 to 4,999, 300 to 2,499 and under 300. Sampling information (including the universe for school districts with Indian enrollment), the samples and number of systems grouped in each enrollment category are presented in Table IV-71.

TABLE IV–71
SAMPLE ENROLLMENT CATEGORY STRATIFICATION

	25,000 or More	10,000 – 14,999	5,000 – 9,999	2,500 – 4,999	300 – 2,499	Under 300
All Districts	170	440	910	1287	1937	68
Without Indian Enrollment	19	189	629	1052	1653	61
With Indian Enrollment: (10% or less)						
Universe	155	299	317	510	781	107
Sample	151	247	272	214	202	2
(Over 10%)						
Universe	0	5	9	25	350	271
Sample	0	4	9	21	82	5

The analysis focused on three areas: (1) a comparison of characteristics of school districts with reported Indian enrollments and those without, (2) a comparison of total per pupil expenditures in school districts with reported Indian enrollment and those without, and (3) a comparative analysis of federal, state and local contributions to total revenue per pupil. The first was directed primarily toward development of preliminary findings concerning the relative levels of poverty in school districts with and without Indian enrollments. The second was directed towards developing findings concerning overall fiscal equity. The third concerned an assessment of possible federal impact on school districts with Indian students, vis-a-vis those without Indian students.

4.2.5.1 School District Characteristics

As shown in Table IV-71, the Office of Indian Education had identified 2,829 school districts in the school year 1974-1975 in which one or more Indian students were enrolled. In only 660 school districts do Indian students represent a significant minority (over ten percent of total enrollment) or a majority of total enrollment. The distribution of school districts with reported Indian enrollment greater than 10 percent of total enrollment by enrollment category and state is shown in Table IV-72. As shown, significant Indian enrollment is concentrated almost entirely in school districts with total enrollments of less than 2,500: 621 of the total 660. Over half (339) of these districts are in Oklahoma, 55 are in Arizona, 48 are in Montana and only four other states (California, Washington, Alaska and South Dakota) have over twenty districts with over ten percent Indian enrollment.

TABLE IV-72
DISTRIBUTION OF SCHOOL DISTRICTS WITH SIGNIFICANT INDIAN ENROLLMENT BY ENROLLMENT CATEGORY AND STATE

State	15,00 or More	10,000 – 24,999	5,000 – 9,999	2,500 – 4,999	300 – 2,499	Under 300	Total
Alaska	–	1	2	2	15	10	20
Arizona	–	–	2	2	35	16	55
Arkansas	–	–	–	–	3	–	3
California	–	–	–	1	13	15	29
Colorado	–	–	–	–	2	1	3
Idaho	–	–	–	–	2	–	2
Kansas	–	–	–	–	2	1	3
Maine	–	–	–	–	–	2	2
Massachusetts	–	–	–	–	–	1	1
Michigan	–	–	1	–	10	5	16
Minnesota	–	–	–	–	6	2	8
Missouri	–	–	–	–	1	–	1
Montana	–	–	–	–	28	20	48
Nebraska	–	–	–	–	5	4	9
Nevada	–	–	–	–	3	–	3
New Mexico	–	1	2	2	10	–	15
New York	–	–	–	–	4	–	4
North Carolina	–	1	–	3	3	–	7
North Dakota	–	–	–	–	8	9	17
Oklahoma	–	1	2	10	161	165	339
Oregon	–	–	–	–	1	–	1
South Dakota	–	1	–	–	14	8	23
Texas	–	–	–	–	–	1	1
Utah	–	–	–	2	–	–	2
Washington	–	–	–	2	15	8	25
Wisconsin	–	–	–	–	6	1	8
Wyoming	–	–	–	–	3	2	5
Total	–	5	9	25	350	271	660

Source: U. S. Office of Education, unpublished data.

As shown in Table IV-73, school districts with greater than 10 percent Indian enrollment account for over half (53%) of total Indian enrollment in the United States. Nearly two-thirds (63%) of these Indian students are in school districts with total enrollments of under 2,500. The remaining Indian students (47%) are enrolled in 2,169 school districts. In most of these school districts the Indian students represent a very small minority of total enrollment.

Approximately one-fourth (26%) of total Indian enrollment in local school districts is in Oklahoma. Three other states (Arizona, California, and New Mexico) account for an additional 26 percent of total Indian enrollment in the United States.

Analysis of Census data indicates fairly significant differences in family income in school districts with no Indian enrollment and those with over ten percent Indian enrollment. In school districts with over 10 percent Indian enrollment, approximately 25 percent of all families reported family income of less than $4,000 during 1969. In school districts with no reported Indian enrollment the comparable figure was less than 15 percent.

TABLE IV–73
DISTRIBUTION OF INDIAN STUDENTS BY ENROLLMENT CATEGORY AND STATE

State	Greater than 10% Enrollment Enrollment Category				Less Than 10% Indian Enrollment	Total Indian Enrollment
	2,500 or More	300 – 2,499	299 or Less	Total		
Alaska	8,453	4,165	1,554	14,172	2,756	16,928
Arizona	8,375	10,790	849	20,014	11,455	31,469
Arkansas	–	402	–	402	844	1,246
California	457	1,961	477	2,895	27,959	30,854
Colorado	–	859	37	896	1,731	2,627
Idaho	–	334	–	334	2,066	2,400
Kansas	–	205	128	333	1,742	2,075
Maine	–	–	55	55	631	686
Massachusetts	–	–	39	39	420	459
Michigan	1,054	2,103	262	3,419	9,596	13,015
Minnesota	–	2,080	149	2,229	9,156	11,385
Missouri	–	225	–	225	647	872
Montana	–	5,866	1,590	7,456	3,751	11,207
Nebraska	–	713	177	890	1,192	2,082
Nevada	–	899	–	889	1,921	2,810
New Mexico	17,371	3,574	–	20,945	3,019	23,964
New York	–	1,808	–	1,808	4,310	6,118
North Carolina	9,783	1,125	–	10,908	4,137	15,045
North Dakota	–	2,378	848	3,226	1,077	4,303
Oklahoma	14,324	44,576	10,617	69,517	17,171	86,688
Oregon	–	693	–	693	3,226	3,919
South Dakota	1,350	4,393	457	6,200	4,143	10,393
Texas	–	–	68	68	2,481	2,549
Utah	1,762	–	–	1,762	2,464	4,226
Washington	998	2,531	878	4,407	13,707	18,114
Wisconsin	1,008	1,239	79	2,326	5,521	7,847
Wyoming	–	656	450	1,106	376	1,382
Other States & Dist. of Columbia	–	–	–	–	19,882	19,882
Total	64,935	93,575	18,714	177,214	157,381	334,495

Source: U. S. Office of Education, Office of Indian Education, unpublished data.

Another measure of relative wealth of the school districts is number of families reporting incomes below the poverty level, e.g., the number of families below the Social Security Administration Poverty Index. Different poverty income thresholds are applied for variations in family size, for farm and nonfarm families, and for families with male and female head of household. The poverty thresholds used in the 1970 Census are shown in Table IV-74.

The percent of families by the ration of family income to the poverty level is presented in Table IV-75. Data are presented for school districts without reported Indian enrollment, with less than 10 percent Indian enrollment, and greater than 10 percent Indian enrollment by enrollment category.

Analysis of these data indicates a consistent pattern: school districts with a significant minority or a majority of Indian enrollment to total enrollment have a somewhat higher percentage of families with reported income below the poverty threshold than school districts with no Indian enrollment of a relatively small Indian enrollment.

TABLE IV-74
WEIGHTED AVERAGE THRESHOLDS AT THE POVERTY LEVEL, BY SIZE OF FAMILY, SEX OF HEAD, AND BY FARM AND NONFARM RESIDENCE: UNITED STATES, 1969

Size of Family	Total	Nonfarm			Farm		
		Total	Male Head	Female Head	Total	Male Head	Female Head
All unrelated individuals	$1,834	$1,840	$1,923	$1,792	$1,569	$1,607	$1,512
Under 65 years	1,888	1,893	1,974	1,826	1,641	1,678	1,562
65 years and over	1,749	1,757	1,773	1,751	1,498	1,508	1,487
All families	3,388	3,410	3,451	3,082	2,954	2,965	2,767
2 person	2,364	2,383	2,394	2,320	2,012	2,017	1,931
Head under 65 years	2,441	2,458	2,473	2,373	2,093	2,100	1,984
Head 65 years and over	2,194	2,215	2,217	2,202	1,882	1,883	1,861
3 persons	2,906	2,924	2,937	2,830	2,480	2,485	2,395
4 person	3,721	3,743	3,745	3,726	3,195	3,197	3,159
5 persons	4,386	4,415	4,418	4,377	3,769	3,770	3,761
6 persons	4,921	4,958	4,962	4,917	4,244	4,245	4,206
7 or more persons	6,034	6,101	6,116	5,962	5,182	5,185	5,129

Source: U. S. Bureau of the Census, General Social and Economic Characteristics, 1970 Census of the Population, (PC[1]), Washington D. C.: U. S. Government Printing Office. 1971.

TABLE IV–75
PERCENTAGE OF SCHOOL DISTRICTS BY RATIO OF FAMILY INCOME TO POVERTY LEVEL AND ENROLLMENT CATEGORY

Ratio of Family Income to Poverty Level	Enrollment Category					
	25,000 or More	10,000 – 24,999	5,000 – 9,999	2,500 – 4,999	300 – 2,499	Under 300
No Reported Indian Enrollment						
N =	(19)	(189)	(629)	(1052)	(1653)	(61)
Under .50	5.0	3.7	3.9	3.8	3.2	2.9
.50 – .74	3.4	2.7	2.9	2.9	2.4	2.5
.75 – .99	4.1	3.3	3.4	3.4	3.2	3.4
1.00 – 1.24	4.7	4.9	4.0	3.9	4.0	4.5
1.25 – 1.49	5.0	4.3	4.3	4.3	4.5	4.7
1.50 – 1.99	11.1	10.2	10.0	10.2	10.9	11.7
2.00 – 2.99	23.0	23.4	22.8	23.0	24.3	23.6
3.00 or More	43.6	48.4	48.7	48.5	47.5	46.6
Indian Enrollment 10% or Less						
N =	(151)	(247)	(272)	(214)	(202)	(2)
Under .50	4.1	3.1	3.4	3.5	3.7	6.1
.50 – .74	2.6	2.1	2.5	2.4	3.1	5.2
.75 – .99	3.4	2.7	3.2	3.2	4.2	5.1
1.00 – 1.24	4.0	3.4	3.9	4.0	5.4	6.8
1.25 – 1.49	4.3	3.9	4.4	4.6	6.0	7.6
1.50 – 1.99	10.0	9.8	10.6	11.4	13.2	12.2
2.00 – 2.99	21.9	23.5	23.7	24.6	25.1	20.6
3.00 or More	48.9	51.5	48.2	46.3	39.3	36.4
Indian Enrollment Greater Than 10%						
N =	–	(4)	(9)	(21)	(82)	(5)
Under .50	–	9.4	5.5	5.5	5.9	6.8
.50 – .74	–	4.9	3.8	4.4	5.3	3.2
.75 – .99	–	5.6	4.5	5.2	6.8	9.0
1.00 – 1.24	–	6.8	5.6	5.9	7.3	4.9
1.25 – 1.49	–	6.4	5.5	6.1	6.5	6.8
1.50 – 1.99	–	13.0	12.5	12.6	13.8	8.4
2.00 – 2.99	–	22.1	24.8	23.2	22.9	18.7
3.00 or More	–	31.8	37.8	37.1	31.5	42.2

Source: 1970 Census Fourth Count (Population) School District Data Tapes

In school districts in the sample with over 10 percent reported Indian enrollment the percentage of families below the poverty threshold (less than 1.00) ranged from about 14 percent to 19 percent. For comparable enrollment categories in school districts without Indian enrollment the percentage of families below the poverty threshold approximated 8-9 percent. In most enrollment categories nearly twice as many families reported incomes below the poverty level in school districts with significant Indian enrollment than in school districts without reported Indian enrollment. In school districts without reported Indian enrollment or less than 10 percent of total enrollment, the percentage of families' incomes below the poverty level is approximately the same as school districts with no reported Indian enrollment.

Although the differences in family income cited above are significant they understate the magnitude of differences between Indian families and the nation as a whole. For example, 1970 Census figures indicate that 33.3 percent of all Indian families had incomes below the poverty level compared to 8.1% for the nation as a whole. Over 38 percent of all persons in the Indian community had reported family income below the poverty level compared to 11.6 percent for the total population. A comparison of family income and poverty status for Indian families and the total population is presented in Table IV-76. The percent of families by ratio of family income to poverty level is shown. The differences are obvious. It can be noted that the pattern for the total population is very similar to that exhibited by school districts without reported Indian enrollment as shown in Table IV-75. The pattern for Indian families indicates a much lower family income than exhibited for school districts with 10 percent or greater reported Indian enrollment.

4.2.5.2 Per Pupil Expenditures

In the discussion of per pupil expenditures we must note at the outset the significant variations across states. Aggregate data for 1974-75 of per pupil current operation expenditures by major function and by state are provided in Table IV-77. These figures are based on average daily attendance. Seventy percent of Indian children enrolled in school districts with 10% or greater Indian enrollment are from four states - Oklahoma, Arizona, New Mexico, or Alaska. The first three of these states exhibit lower than average per pupil expenditures and the last much higher than average per pupil expenditures. Further, the first three have relatively low total revenues per pupil and Alaska has very high costs.

TABLE IV–76
FAMILY INCOME AND POVERTY STATUS IN 1969
TOTAL POPULATION AND INDIAN POPULATION
PERCENT OF FAMILIES BY RATIO OF FAMILY INCOME TO POVERTY LEVEL

Ratio of Family Income to Poverty Level	Total U. S. Population (%)	Indian Population (%)
Under .5	2.6	14.7
.5 – .74	2.3	9.4
.75 – .99	3.1	9.2
1.00 – 1.24	4.0	9.1
1.25 – 1.49	4.5	7.7
1.50 – 1.99	10.8	13.0
2.00 – 2.99	23.9	18.2
3.00 or More	48.7	18.7

Source: Bureau of the Census, "1970 Census of Population" Subject Report PC(2)–1F, "American Indians", 1973.

Bureau of the Census, "1970 Census of Population" "Detailed Characteristics", U. S. Summary PC(1)–D1, 1973.

TABLE IV–77
CURRENT EXPENDITURE PER PUPIL IN AVERAGE DAILY ATTENDANCE AT THE LOCAL LEVEL FOR REGULAR PROGRAMS IN FREE PUBLIC ELEMENTARY AND SECONDARY EDUCATION, BY MAJOR FUNCTION AND BY STATE
AGGREGATE UNITED STATES, 1974–75

Selected Sites	Total	Major Function					
		Administration	Instruction	Attendance and Health Services	Transportation Services	Plant Operation and Maintenance	Fixed Charges
1	2	3	4	5	6	7	8
50 States & D.C.	$1,290	$ 48	$879	$12	$ 52	$148	$151
Alaska	2,313	138	1,604	5	111	334	120
Arizona	1,144	40	819	–	30	139	116
Arkansas	810	36	554	5	45	81	89
California	1,292	38	920	9	28	140	158
Colorado	1,239	43	872	13	46	138	126
Idaho	959	35	646	4	46	115	113
Kansas	1,196	46	807	7	52	137	149
Maine	1,034	35	760	6	72	128	32
Massachusetts	1,395	52	1,035	16	69	182	42
Michigan	1,484	52	977	8	57	190	201
Minnesota	1,480	52	985	13	92	165	173
Missouri	1,093	39	778	9	56	128	83
Montana	1,267	46	884	8	58	143	128
Nebraska	1,200	61	819	7	39	146	132
Nevada	1,138	28	814	9	43	150	94
New Mexico	1,026	33	706	8	51	121	107
New York	2,229	87	1,365	28	113	209	428
North Carolina	1,000	25	729	3	37	89	118
North Dakota	1,038	46	694	2	82	126	87
Oklahoma	966	38	641	5	40	121	121
Oregon	1,418	47	957	5	63	188	157
South Dakota	999	46	683	4	58	113	95
Texas	974	55	731	11	21	108	48
Utah	957	18	646	5	28	109	151
Washington	1,336	40	985	8	65	175	63
Wisconsin	1,355	36	905	6	62	149	196
Wyoming	1,360	73	915	19	80	154	119

Source: National Center for Education Statistics, "Revenues and Expenditures for Public and Elementary and Secondary Education, 1974–75," 1976.

The distribution of the sample of school districts with over 10 percent enrollment by enrollment category and selected states is shown in Table IV-78. As shown, 80 of the 121 school districts are from Alaska, New Mexico and Oklahoma. Oklahoma alone accounts for 55 of the school districts; 47 of the total 82 in the important 300 to 2,499 enrollment category. This distribution is not unexpected given the distribution of school districts in the universe (see Tables IV-72 and IV-73) but must be considered carefully in interpreting the ELSEGIS survey findings. It should also be noted that, with the exception of the under 300 enrollment category, the sample provides adequate coverage of the universe to justify some inferences from the data.

TABLE IV-78
DISTRIBUTION OF SAMPLE OF SCHOOL DISTRICTS WITH OVER 10% INDIAN ENROLLMENT BY CATEGORY AND SELECTED STATES

	Enrollment Category						
	25,00 or More	10,000 – 24,999	5,000 – 9,999	2,500 – 4,999	300 – 2,499	Under 300	Total
Universe	–	5	9	25	350	271	660
Sample	–	4	9	21	82	5	121
Alaska	–	–	2	3	8	4	17
New Mexico	–	1	2	3	1	0	7
Oklahoma	–	1	2	6	47	0	55
Other States	–	2	3	9	26	1	41

Source: ELSEGIS IX data tapes.

Current operation expenditures per pupil (ADM) by Indian enrollment and enrollment category are shown in Table IV-79. School districts with over 10 percent Indian enrollment exhibit lower per pupil expenditures than districts reporting no Indian enrollment. This finding is consistent across enrollment categories with the exception of the under 300 category. In this category four of the five LEA's in the sample are from Alaska. However, these data do not support an hypothesis that school districts with significant Indian enrollment have lower per pupil expenditures than other school districts within their states. Conversely, detailed analysis of school district data from selected states (Oklahoma, New Mexico and California) do not support a contention that school districts with significant Indian enrollment have a higher per pupil expenditure than other school districts within the state. Review of data within states indicated significant variation in per pupil expenditures for all school districts.

TABLE IV–79
CURRENT EXPENDITURES PER PUPIL IN AVERAGE DAILY MEMBERSHIP BY INDIAN ENROLLMENT AND TOTAL ENROLLMENT CATEGORY
1974–1975

	Enrollment Category					
Indian Enrollment	25,000 or More	10,000 – 24,999	5,000 – 9,999	2,500 – 4,999	3000 – 2,499	Under 300
No Reported Indian Enrollment						
N =	19	189	629	1052	1653	61
Per Pupil Expenditure	$ 996	$1,145	$1,102	$1,110	$1,099	$1,242
10% or Less						
N =	151	247	272	214	202	2
Per Pupil Expenditure	$1,117	$1,127	$1,099	$1,091	$1,032	$1,322
Greater Than 10%						
N =	0	4	9	21	82	5
Per Pupil Expenditure	0	$ 939	$ 940	$1,062	$1,048	$2,663

Source: ELSEGIS IX data tapes.

The comparsion of per pupil expenditures, taking into account state differences, indicated no significant differences overall between school districts with Indian enrollment and national patterns. The question remains of whether the lower expenditures per pupil in states with large numbers of Indian students reflects differences in real costs or a reduced level of resources being directed toward education programs in the school districts.

Detailed analysis was also undertaken to determine whether there were any differences in the distribution of per pupil expenditures by major function. In all enrollment categories the percent of total expenditures attributed to instruction followed national patterns, i.e., approximately 70 percent of total expenditures. No differences were noted for school districts with significant Indian enrollments. These findings do not support an hypothesis that school districts with significant Indian populations provide a higher level of transportation, attendance or health services.

These findings do not support the conclusions reached by the American Indian Policy Review Commission based on analysis of 1970-1971 ELSEGIS data that "school districts with significant Indian enrollments are not receiving sufficient funds from all sources to assure equitable educational opportunities." However, given the fact that over 70 percent of Indian students in public schools can be classified as "disadvantaged" and over 40 percent live in families with incomes below the poverty level, the question remains whether school districts with significant Indian enrollment have adequate resources to meet the special needs of Indian students. We feel that an answer to this question based solely on a criterion of fiscal equity may not be adequate.

4.2.5.3 State, Local and Federal Contributions to Revenue

Revenues per pupil are presented in Table IV-80. The revenue per pupil exhibits a pattern similar to expenditures per pupil for the same enrollment categories. Generally revenues slightly higher than the expenditure figures. We might note that the revenue figures used in the analysis excluded tuition and transportation fees, interest earnings, gross receipts from sale of school lunches, and miscellaneous other revenues. Our analysis indicated that these revenues were consistent across enrollment categories and Indian enrollment categories - approximately $70 - 100 per pupil.

TABLE IV–80
REVENUE PER PUPIL (ADM) BY ENROLLMENT CATEGORY AND INDIAN ENROLLMENT

	Enrollment Category					
Indian Enrollment	**25,000 or More**	**10,000 – 24,999**	**5,000 – 9,999**	**2,500 – 4,999**	**3000 – 2,499**	**Under 300**
No Reported Indian Enrollment						
N =	19	189	629	1052	1653	61
Revenue Per Pupil	$1,174	$1,351	$1,329	$1,341	$1,386	$1,796
10% or Less						
N =	151	247	272	214	202	2
Pevenue Per Pupil	$1,311	$1,314	$1,287	$1,264	$1,320	$1,556
Greater Than 10%						
N =	0	4	9	21	82	5
Revenue Per Pupil	0	$1,167	$1,170	$1,271	$1,308	$3,236

Source: ELSEGIS IX data tapes.

Table IV-81 presents the percent of total resources contributed by state, local and federal sources by enrollment category and Indian enrollment category. Differences can be noted between school districts with a significant minority or a majority of Indian students and other school districts in the sample.

The major difference is the significantly lower local contribution to total revenues in school districts with significant Indian enrollment. This is offset to some extent by higher state contributions to the local school district. Further, federal contributions to total revenues in these school districts is significantly higher than for other school districts in the sample.

TABLE IV–81
DISTRIBUTION OF REVENUES PER PUPIL (ADM) BY SOURCE, ENROLLMENT CATEGORY AND INDIAN ENROLLMENT

	Enrollment Category					
Indian Enrollment	**25,000 or More**	**10,000 – 24,999**	**5,000 – 9,999**	**2,500 – 4,999**	**3000 – 2,499**	**Under 300**
No Reported Indian Enrollment						
N =	19	189	629	1052	1653	61
Local	42.5	51.8	53.8	53.1	55.6	67.8
State	44.0	40.7	39.1	40.5	38.7	28.0
Federal	13.5	7.5	7.1	6.4	5.6	4.2
10% or Less						
N =	151	247	272	214	202	2
Local	46.6	48.5	48.3	47.5	48.5	63.9
State	43.5	43.9	43.8	45.8	44.2	28.1
Federal	9.9	7.6	7.9	6.7	7.3	8.0
Greater Than 10%						
N =	0	4	9	21	82	5
Local	0	19.2	36.3	29.8	29.4	21.4
State	0	53.8	48.2	53.9	50.8	68.3
Federal	0	27.0	15.5	16.3	19.8	10.3

Source: ELSEGIS IX data tapes.

In interpreting these results we must once again review differences across states. As shown in Table IV-82 there is significant variation in per pupil revenues and in the percentage from state, local and federal sources among the several states with reported Indian enrollments.

TABLE IV–82
AVERAGE DAILY ATTENDANCE AND REVENUE PER PUPIL FOR PUBLIC ELEMENTARY AND SECONDARY EDUCATION, BY SOURCE AND BY SELECTED STATE
AGGREGATE UNITED STATES, 1974–75

Selected States	Average Daily Attendance (ADA) (in thousands)	Revenue Per Pupil							
		Total		Federal		State		Local[1]	
		Dollars	Percent	Dollars	Percent	Dollars	Percent	Dollars	Percent
1	2	3	4	5	6	7	8	9	10
50 States and D. C.	41,524	$1,552	100.0	$140	9.0	$ 655	42.2	$757	48.8
Alaska	79	2,451	100.0	615	25.1	1,469	59.9	367	15.0
Arizona	470	1,512	100.0	157	10.4	683	45.2	672	44.5
Arkansas	424	994	100.0	169	16.9	489	49.2	337	33.9
California	4,532	1,519	100.0	134	8.9	607	40.0	777	51.1
Colorado	530	1,537	100.0	112	7.3	630	41.0	796	51.8
Idaho	173	1,252	100.0	118	9.4	462	36.9	673	53.7
Iowa	585	1,532	100.0	88	5.7	526	34.3	919	60.0
Kansas	424	1,445	100.0	117	8.1	547	37.9	781	54.0
Maine	228	1,225	100.0	102	8.3	541	44.1	582	47.5
Massachusetts	1,153	1,773	100.0	87	4.9	562	31.7	1,124	63.4
Michigan	1,923	1,698	100.0	112	6.6	653	38.4	933	54.9
Minnesota	810	1,671	100.0	100	6.0	924	55.3	647	38.7
Missouri	881	1,281	100.0	124	9.7	471	36.7	687	53.6
Montana	159	1,541	100.0	168	10.9	480	31.2	892	57.9
Nebraska	301	1,276	100.0	112	8.8	281	22.0	884	69.2
Nevada	124	1,379	100.0	110	8.0	485	35.2	784	56.8
New Mexico	254	1,299	100.0	249	19.1	803	61.8	247	19.0
New York	2,939	2,548	100.0	171	6.7	1,008	39.6	1,369	53.7
North Carolina	1,085	1,225	100.0	181	14.7	749	61.1	295	24.1
North Dakota	129	1,298	100.0	154	11.8	528	40.7	616	47.5
Oklahoma	556	1,154	100.0	146	12.7	566	49.0	442	38.3
Oregon	429	1,731	100.0	138	8.0	440	25.4	1,154	66.7
South Dakota	147	1,253	100.0	238	19.0	158	12.6	857	68.4
Texas	2,529	1,282	100.0	163	12.7	592	46.2	527	41.1
Utah	279	1.231	100.0	120	9.8	671	54.5	440	35.7
Washington	728	1,538	100.0	136	8.8	791	51.4	612	39.8
Wisconsin	880	1,589	100.0	68	4.3	578	36.4	943	59.3
Wyoming	81	1,504	100.0	130	8.6	492	32.7	882	58.6

[1] Local revenues include revenues from the intermediate level.

Source: NCES "Revenues and Expenditures for Public Elementary and Secondary Education 1974–75" 1976.

TABLE IV–83
FEDERAL REVENUE PER PUPIL BY ENROLLMENT CATEGORY AND INDIAN ENROLLMENT

	Enrollment Category					
Indian Enrollment	**25,000 or More**	**10,000 – 24,999**	**5,000 – 9,999**	**2,500 – 4,999**	**3000 – 2,499**	**Under 300**
No Reported Indian Enrollment						
N =	19	189	629	1052	1653	61
Total Federal Revenue	$158	$101	$ 94	$ 86	$ 78	$ 75
Title I	53	38	35	33	28	31
SAFA	7	6	5	4	6	5
Other	98	57	54	49	44	39
10% or Less						
N =	151	247	272	214	202	2
Total Federal Revenue	$130	$100	$101	$ 85	$ 97	$125
Title I	42	32	31	26	35	43
SAFA	14	16	21	19	13	21
Other	74	52	49	40	49	64
Greater Than 10%						
N =	0	4	9	21	82	5
Total Federal Revenue	0	$315	$181	$207	$259	$334
Title I	0	53	40	55	71	66
SAFA	0	87	53	54	49	135
Other	0	175	88	108	139	133

Source: ELSEGIS IX data tapes.

Title I ESEA and SAFA combined account for approximately one half of total federal funds in school districts with over 10 percent Indian enrollment; approximately the same proportion as for other school districts in the sample. Other federal programs which provide increased funding in school districts with significant Indian enrollments were the National School Lunch and Special Milk Program, other federal aid distributed by state governments (including JOM), and other direct federal aid (including IEA Title IV Part A).

Johnson O'Malley and IEA Title IV Part A funds were not broken out separately in the ELSEGIS data tapes. Title IV Part A was included in the category "all other direct federal aid". This category was somewhat higher in school districts with over 10 percent Indian enrollment than other school districts in the sample. However, with the exception of the under 300 category the total per pupil revenues from this other source ranged from only $9 to $22. In other school districts in the sample corresponding figures ranged from $3 to $7.

Three states (Alaska, New Mexico and Oklahoma) which account for over 60 percent of total Indian enrollment in school districts with over 10 percent Indian enrollment exhibit local contributions to total revenues which are significantly below the national average. Two of the states (Alaska and New Mexico) have higher federal contributions to total revenues than the national average. It should be noted, however, that Oklahoma's per pupil revenue from federal sources ($146) is fairly close to the national average ($140).

Review of the distribution of school districts by state within each of the enrollment categories for school districts with over ten percent Indian enrollment indicated that the differences in local contributions reflect only partially the financing patterns in the states in which the majority of these districts are located. This finding supports an hypothesis that many of the school districts with significant numbers of Indian students are relatively "poor", i.e., have limited local resources.

Review of state contributions indicated no significant variations from what would be anticipated from financing patterns in the states in which Indian students are enrolled. Thus, differences primarily reflect variations in local contributions among the states and a somewhat lower local contribution from local sources in school districts with significant Indian enrollment.

Conversely, the federal contribution to school districts with significant Indian enrollment is greater both in absolute and relative terms than for other school districts. The difference overall is approximately $150 per pupil. The federal contribution is higher than would be anticipated due to differences among the states alone.

4.2.5.4 Federal Contributions to Revenue

Table IV-83 presents federal revenues per pupil by enrollment category. Also presented is the distribution of total federal funds for Title I ESEA, SAFA and all other programs. As shown in this table the differences between school districts with 10 percent or less Indian enrollment and those reporting no Indian enrollment are very small. School districts with greater than 10 percent Indian enrollment, however, have somewhat higher per pupil federal revenues. Among enrollment categories these differences range from about $90 per pupil more for the 5,000 to 9,999 enrollment category to over $200 for the over 10,000 to 24,999 and under 300 categories.

Higher funding levels were exhibited for Title I ESEA, SAFA and other federal programs for each enrollment category in school districts with over 10 percent Indian enrollment compared to school districts with 10 percent or less Indian enrollment an no reported Indian enrollment. An order of magnitude difference can be noted for Impact Aid (SAFA) funds for school districts with greater than 10 percent Indian enrollment compared to school districts with no reported Indian enrollment. Title I ESEA funds, while higher compared to school districts with no Indian enrollment, are not as different as could be anticipated given the lower family incomes associated with school districts with significant Indian enrollment.

A larger difference was noted for the category "other federal aid distributed by state governments" which includes Johnson O'Malley funds. School districts with over 10 percent Indian enrollment reported average revenues for this "other" category of $40 to $70 (per pupil). Corresponding figures for other school districts in the sample ranged from an average revenue of $6 to $12.

4.2.5.5 Conclusions

The 1974-75 ELSEGIS data do not support an hypothesis that school districts with significant Indian enrollments receive a disproportionately small share of total revenues from combined state, federal and local sources. Conversely they do not support a contention that such school systems receive significantly larger financial support than other school districts. Limited local resources appear to be compensated for by a larger federal contribution under the number of federal programs. Of primary importance are Title I ESEA and Impact Aid P. L. 874. IEA Title IV Part A funds do not appear to be a significant factor in the total financing of education programs with significant Indian enrollments.

School districts with significant Indian enrollments have a somewhat lower average local contribution than other school districts in the sample, Although this reflects to some extent funding patterns in states with large Indian populations the differences also undoubtedly reflect the lower tax base in many of these school districts due to the income status of their residents - particularly their Indian populations. School districts with over 10 percent Indian enrollments had nearly twice as many families reporting incomes below the poverty level than in other school districts. The percentage of Indian families with reported incomes below the poverty threshold was four times the national average.

The data do not support an hypothesis that federal supplemental and special programs are necessarily diverted to support basic programs in schools with significant Indian enrollments. However, since absolute total expenditures per pupil are lower in these school districts than other school districts in the sample and federal revenues are significantly higher it would appear safe to assume that some of the supplemental funding programs are being used for basic support. Further, their appears to be some support in the data for the hypothesis that targeting of Title I ESEA funds by state and local education agencies may result in Indian students being underparticipants in this program. Where Title I funds are concentrated to provide more intense services for fewer students Indian pupils may be diverted out of participation to an even greater degree.

The availability of adequate financial resources is essential to any program to meet the special educational needs of Indian students. It does not appear that existing financial mechanisms are adequate to meet these special needs. It appears that the reasons cited in the Report on Indian Education of the American Indian Policy Review Commission are still appropriate based on this later assessment. The factors cited were:

"1. fiscal inequity both among states and among school districts within states;

2. the fact that school districts with significant numbers of Indian students are often "poor", i.e., have limited local resources;

3. the wide dispersion of Indian students, which hinders the development of special programs to meet their needs;

4. most federal programs with significant resources do not incorporate provisions to assure that funds will be directed to programs for disadvantaged Indian students; and

5. federal programs that have provided the bulk of federal funds to school districts with Indian students (Title I ESEA and SAFA) have declined in recent years — in terms of the increased costs of providing educational services."

APPENDIX A

TECHNICAL TABLES

(This appendix contains tables referenced in Section IV of the Final Report.)

TABLE IV-1
Crosstabulation of Project Objectives to Geographic Region

HORIZONTAL: geographic regions — see sample design;
VERTICAL: objectives — see Project Director Guide, P. 17

COUNT ROW PCT COL PCT TOT PCT	REGION ALASKA 1.	PACIFIC N.W. 2.	PACIFIC S.W. 3.	ROCKY MOUNTAIN 4.	INTERIOR S.W. 5.	NORTH CENTRAL 6.	UPPER MIDWEST 7.	CENTRAL S.W. 8.	SOUTH - EAST 9.	NEW ENGLAND 10.	ROW TOTAL
Proj. Objective 1	8 6.5 47.1 3.8	12 9.7 63.2 5.6	21 16.9 67.7 9.9	10 8.1 76.9 4.7	18 14.5 66.7 8.5	19 15.3 48.7 8.9	4 3.2 40.0 1.9	24 19.4 60.0 11.3	5 4.0 62.5 2.3	3 2.4 33.3 1.4	124 58.2
2	6 6.1 35.3 2.8	10 10.2 52.6 4.7	20 20.4 64.5 9.4	9 9.2 69.2 4.2	13 13.3 48.1 6.1	16 16.3 41.0 7.5	3 3.1 30.0 1.4	17 17.3 42.5 8.0	2 2.0 25.0 0.9	2 2.0 22.2 0.9	98 46.0
3	4 17.4 23.5 1.9	1 4.3 5.3 0.5	1 4.3 3.2 0.5	1 4.3 7.7 0.5	10 43.5 37.0 4.7	3 13.0 7.7 1.4	0 0.0 0.0 0.0	3 13.0 7.5 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	23 10.8
4	1 3.7 5.9 0.5	4 14.8 21.1 1.9	2 7.4 6.5 0.9	0 0.0 0.0 0.0	7 25.9 25.9 3.3	3 11.1 7.7 1.4	0 0.0 0.0 0.0	9 33.3 22.5 4.2	0 0.0 0.0 0.0	1 3.7 11.1 0.5	27 12.7
5	4 9.5 23.5 1.9	5 11.9 26.3 2.3	5 11.9 16.1 2.3	3 7.1 23.1 1.4	4 9.5 14.8 1.9	7 16.7 17.9 3.3	3 7.1 30.0 1.4	9 21.4 22.5 4.2	1 2.4 12.5 0.5	1 2.4 11.1 0.5	42 19.7
6	1 4.3 5.9 0.5	3 13.0 15.8 1.4	4 17.4 12.9 1.9	3 13.0 23.1 1.4	3 13.0 11.1 1.4	1 4.3 2.6 0.5	1 4.3 10.0 0.5	7 30.4 17.5 3.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	23 10.8
7	0 0.0 0.0 0.0	2 16.7 10.5 0.9	2 16.7 6.5 0.9	1 8.3 7.7 0.5	4 33.3 14.8 1.9	1 8.3 2.6 0.5	0 0.0 0.0 0.0	2 16.7 5.0 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	12 5.6
8	2 7.4 11.8 0.9	3 11.1 15.8 1.4	4 14.8 12.9 1.9	2 7.4 15.4 0.9	5 18.5 18.5 2.3	2 7.4 5.1 0.9	2 7.4 20.0 0.9	6 22.2 15.0 2.8	1 3.7 12.5 0.5	0 0.0 0.0 0.0	27 12.7
9	2 10.5 11.8 0.9	2 10.5 10.5 0.9	2 10.5 6.5 0.9	1 5.3 7.7 0.5	7 36.8 25.9 3.3	1 5.3 2.6 0.5	0 0.0 0.0 0.0	4 21.1 10.0 1.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	19 8.9
10	1 5.0 5.9 0.5	3 15.0 15.8 1.4	3 15.0 9.7 1.4	1 5.0 7.7 0.5	5 25.0 18.5 2.3	4 20.0 10.3 1.9	0 0.0 0.0 0.0	3 15.0 7.5 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	20 9.4
11	0 0.0 0.0 0.0	4 23.5 21.1 1.9	2 11.8 6.5 0.9	1 5.9 7.7 0.5	3 17.6 11.1 1.4	2 11.8 5.1 0.9	1 5.9 10.0 0.5	4 23.5 10.0 1.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	17 8.0
12	14 10.6 82.4 6.6	11 8.3 57.9 5.2	20 15.2 64.5 9.4	7 5.3 53.8 3.3	18 13.6 66.7 8.5	22 16.7 56.4 10.3	4 3.0 40.0 1.9	24 18.2 60.0 11.3	4 3.0 50.0 1.9	8 6.1 88.9 3.8	132 62.0
13	7 11.1 41.2 3.3	7 11.1 36.8 3.3	7 11.1 22.6 3.3	5 7.9 38.5 2.3	11 17.5 40.7 5.2	7 11.1 17.9 3.3	1 1.6 10.0 0.5	15 23.8 37.5 7.0	0 0.0 0.0 0.0	3 4.8 33.3 1.4	63 29.6
14	3 10.7 17.6 1.4	3 10.7 15.8 1.4	2 7.1 6.5 0.9	1 3.6 7.7 0.5	3 10.7 11.1 1.4	5 17.9 12.8 2.3	2 7.1 20.0 0.9	6 21.4 15.0 2.8	3 10.7 37.5 1.4	0 0.0 0.0 0.0	28 13.1
15	7 5.8 41.2 3.3	13 10.8 68.4 6.1	18 15.0 58.1 8.5	5 4.2 38.5 2.3	18 15.0 66.7 8.5	18 15.0 46.2 8.5	4 3.3 40.0 1.9	27 22.5 67.5 12.7	4 3.3 50.0 1.9	6 5.0 66.7 2.8	120 56.3
16	6 5.9 35.3 2.8	12 11.8 63.2 5.6	15 14.7 48.4 7.0	6 5.9 46.2 2.8	17 16.7 63.0 8.0	15 14.7 38.5 7.0	2 2.0 20.0 0.9	21 20.6 52.5 9.9	4 3.9 50.0 1.9	4 3.9 44.4 1.9	102 47.9
17	8 6.8 47.1 3.8	14 12.0 73.7 6.6	19 16.2 61.3 8.9	8 6.8 61.5 3.8	18 15.4 66.7 8.5	15 12.8 38.5 7.0	2 1.7 20.0 0.9	27 23.1 67.5 12.7	3 2.6 37.5 1.4	3 2.6 33.3 1.4	117 54.9
18	8 8.0 47.1 3.8	12 12.0 63.2 5.6	15 15.0 48.4 7.0	6 6.0 46.2 2.8	18 18.0 66.7 8.5	13 13.0 33.3 6.1	1 1.0 10.0 0.5	22 22.0 55.0 10.3	2 2.0 25.0 0.9	3 3.0 33.3 1.4	100 46.9
19	8 7.3 47.1 3.8	12 11.0 63.2 5.6	17 15.6 54.8 8.0	7 6.4 53.8 3.3	19 17.4 70.4 8.9	15 13.8 38.5 7.0	2 1.8 20.0 0.9	23 21.1 57.5 10.8	3 2.8 37.5 1.4	3 2.8 33.3 1.4	109 51.2
20	7 7.1 41.2 3.3	11 11.2 57.9 5.2	16 16.3 51.6 7.5	6 6.1 46.2 2.8	19 19.4 70.4 8.9	10 10.2 25.6 4.7	1 1.0 10.0 0.5	22 22.4 55.0 10.3	3 3.1 37.5 1.4	3 3.1 33.3 1.4	98 46.0
21	5 5.7 29.4 2.3	11 12.6 57.9 5.2	15 17.2 48.4 7.0	6 6.9 46.2 2.8	16 18.4 59.3 7.5	8 9.2 20.5 3.8	1 1.1 10.0 0.5	21 24.1 52.5 9.9	1 1.1 12.5 0.5	3 3.4 33.3 1.4	87 40.8
22	4 13.3 23.5 1.9	1 3.3 5.3 0.5	3 10.0 9.7 1.4	2 6.7 15.4 0.9	4 13.3 14.8 1.9	8 26.7 20.5 3.8	1 3.3 10.0 0.5	3 10.0 7.5 1.4	1 3.3 12.5 0.5	3 10.0 33.3 1.4	30 14.1
23	3 6.7 17.6 1.4	2 4.4 10.5 0.9	3 6.7 9.7 1.4	3 6.7 23.1 1.4	6 13.3 22.2 2.8	10 22.2 25.6 4.7	2 4.4 20.0 0.9	12 26.7 30.0 5.6	4 8.9 50.0 1.9	0 0.0 0.0 0.0	45 21.1
24	3 7.9 17.6 1.4	3 7.9 15.8 1.4	4 10.5 12.9 1.9	4 10.5 30.8 1.9	8 21.1 29.6 3.8	3 7.9 7.7 1.4	0 0.0 0.0 0.0	10 26.3 25.0 4.7	2 5.3 25.0 0.9	1 2.6 11.1 0.5	38 17.8
25	4 12.9 23.5 1.9	4 12.9 21.1 1.9	0 0.0 0.0 0.0	3 9.7 23.1 1.4	3 9.7 11.1 1.4	5 16.1 12.8 2.3	2 6.5 20.0 0.9	8 25.8 20.0 3.8	2 6.5 25.0 0.9	0 0.0 0.0 0.0	31 14.6
COLUMN TOTAL	17 8.0	19 8.9	31 14.6	13 6.1	27 12.7	39 [illegible]	10 4.7	40 18.8	8 3.8	9 4.2	213 100.0

TABLE IV-2
Crosstabulation of Project Objectives to Density Strata

HORIZONTAL: density strata — see sample design;
VERTICAL: objectives — see Project Director Guide, P. 17

	COUNT ROW PCT COL PCT TOT PCT	DENSITY URBAN 1.	RURAL - HIGH 2.	RURAL - LOW 3.	ROW TOTAL
Proj. Objective	1	34 27.4 58.6 16.0	65 52.4 61.9 30.5	25 20.2 50.0 11.7	124 58.2
	2	31 31.6 53.4 14.6	50 51.0 47.6 23.5	17 17.3 34.0 8.0	98 46.0
	3	3 13.0 5.2 1.4	17 73.9 16.2 8.0	3 13.0 6.0 1.4	23 10.8
	4	6 22.2 10.3 2.8	21 77.8 20.0 9.9	0 0.0 0.0 0.0	27 12.7
	5	13 31.0 22.4 6.1	24 57.1 22.9 11.3	5 11.9 10.0 2.3	42 19.7
	6	2 8.7 3.4 0.9	19 82.6 18.1 8.9	2 8.7 4.0 0.9	23 10.8
	7	1 8.3 1.7 0.5	9 75.0 8.6 4.2	2 16.7 4.0 0.9	12 5.6
	8	6 22.2 10.3 2.8	18 66.7 17.1 8.5	3 11.1 6.0 1.4	27 12.7
	9	2 10.5 3.4 0.9	14 73.7 13.3 6.6	3 15.8 6.0 1.4	19 8.9
	10	4 20.0 6.9 1.9	13 65.0 12.4 6.1	3 15.0 6.0 1.4	20 9.4
	11	4 23.5 6.9 1.9	9 52.9 8.6 4.2	4 23.5 8.0 1.9	17 8.0
	12	42 31.8 72.4 19.7	61 46.2 58.1 28.6	29 22.0 58.0 13.6	132 62.0
	13	14 22.2 24.1 6.6	37 58.7 35.2 17.4	12 19.0 24.0 5.6	63 29.6
	14	10 35.7 17.2 4.7	14 50.0 13.3 6.6	4 14.3 8.0 1.9	28 13.1
	15	41 34.2 70.7 19.2	61 50.8 58.1 28.6	18 15.0 36.0 8.5	120 56.3
	16	26 25.5 44.8 12.2	56 54.9 53.3 26.3	20 19.6 40.0 9.4	102 47.9
	17	31 26.5 53.4 14.6	62 53.0 59.0 29.1	24 20.5 48.0 11.3	117 54.9
	18	24 24.0 41.4 11.3	58 58.0 55.2 27.2	18 18.0 36.0 8.5	100 46.9
	19	28 25.7 48.3 13.1	60 55.0 57.1 28.2	21 19.3 42.0 9.9	109 51.2
	20	24 24.5 41.4 11.3	56 57.1 53.3 26.3	18 18.4 36.0 8.5	98 46.0
	21	23 26.4 39.7 10.8	51 58.6 48.6 23.9	13 14.9 26.0 6.1	87 40.8
	22	9 30.0 15.5 4.2	14 46.7 13.3 6.6	7 23.3 14.0 3.3	30 14.1
	23	19 42.2 32.8 8.9	19 42.2 18.1 8.9	7 15.6 14.0 3.3	45 21.1
	24	11 28.9 19.0 5.2	22 57.9 21.0 10.3	5 13.2 10.0 2.3	38 17.8
	25	13 41.9 22.4 6.1	13 41.9 12.4 6.1	5 16.1 10.0 2.3	31 14.6
	COLUMN TOTAL	58 27.2	105 49.3	50 23.5	213 100.0

TABLE IV-3
Crosstabulation of Project Objectives to Grant Size

HORIZONTAL: grant size — see sample design;
VERTICAL: objecties — see Project Director Guide, P. 17

	COUNT ROW PCT COL PCT TOT PCT	GRANT UNDER $10,000 1.	$10,000- $50,000 2.	OVER $50,000 3.	ROW TOTAL
Proj. Objective	1	21 16.9 55.3 9.9	38 30.6 52.8 17.8	65 52.4 63.1 30.5	124 58.2
	2	15 15.3 39.5 7.0	30 30.6 41.7 14.1	53 54.1 51.5 24.9	98 46.0
	3	1 4.3 2.6 0.5	2 8.7 2.8 0.9	20 87.0 19.4 9.4	23 10.8
	4	1 3.7 2.6 0.5	7 25.9 9.7 3.3	19 70.4 18.4 8.9	27 12.7
	5	3 7.1 7.9 1.4	17 40.5 23.6 8.0	22 52.4 21.4 10.3	42 19.7
	6	0 0.0 0.0 0.0	7 30.4 9.7 3.3	16 69.6 15.5 7.5	23 10.8
	7	0 0.0 0.0 0.0	5 41.7 6.9 2.3	7 58.3 6.8 3.3	12 5.6
	8	0 0.0 0.0 0.0	6 22.2 8.3 2.8	21 77.8 20.4 9.9	27 12.7
	9	0 0.0 0.0 0.0	4 21.1 5.6 1.9	15 78.9 14.6 7.0	19 8.9
	10	0 0.0 0.0 0.0	5 25.0 6.9 2.3	15 75.0 14.6 7.0	20 9.4
	11	2 11.8 5.3 0.9	6 35.3 8.3 2.8	9 52.9 8.7 4.2	17 8.0
	12	18 13.6 47.4 8.5	38 28.8 52.8 17.8	76 57.6 73.8 35.7	132 62.0
	13	6 9.5 15.8 2.8	16 25.4 22.2 7.5	41 65.1 39.8 19.2	63 29.6
	14	4 14.3 10.5 1.9	9 32.1 12.5 4.2	15 53.6 14.6 7.0	28 13.1
	15	7 5.8 18.4 3.3	44 36.7 61.1 20.7	69 57.5 67.0 32.4	120 56.3
	16	9 8.8 23.7 4.2	38 37.3 52.8 17.8	55 53.9 53.4 25.8	102 47.9
	17	13 11.1 34.2 6.1	41 35.0 56.9 19.2	63 53.8 61.2 29.6	117 54.9
	18	10 10.0 26.3 4.7	33 33.0 45.8 15.5	57 57.0 55.3 26.8	100 46.9
	19	11 10.1 28.9 5.2	38 34.9 52.8 17.8	60 55.0 58.3 28.2	109 51.2
	20	9 9.2 23.7 4.2	34 34.7 47.2 16.0	55 56.1 53.4 25.8	98 46.0
	21	7 8.0 18.4 3.3	30 34.5 41.7 14.1	50 57.5 48.5 23.5	87 40.8
	22	4 13.3 10.5 1.9	9 30.0 12.5 4.2	17 56.7 16.5 8.0	30 14.1
	23	4 8.9 10.5 1.9	13 28.9 18.1 6.1	28 62.2 27.2 13.1	45 21.1
	24	3 7.9 7.9 1.4	13 34.2 18.1 6.1	22 57.9 21.4 10.3	38 17.8
	25	4 12.9 10.5 1.9	7 22.6 9.7 3.3	20 64.5 19.4 9.4	31 14.6
	COLUMN TOTAL	38 17.8	72 33.8	103 48.4	213 100.0

TABLE IV-4

Crosstabulation of Project Non-Instructional Services to Geographic Regions

HORIZONTAL: geographic regions — see sample design;
VERTICAL: non-instructional services (no response, yes, no) — see Project Director Guide, question 51

	COUNT ROW PCT COL PCT TOT PCT	REGION ALASKA 1.	PACIFIC N.W. 2.	PACIFIC S.W. 3.	ROCKY MOUNTAIN 4.	INTERIOR S.W. 5.	NORTH CENTRAL 6.	UPPER MIDWEST 7.	CENTRAL S.W. 8.	SOUTH - EAST 9.	NEW ENGLAND 10.	ROW TOTAL
MEDICAL DENTAL	0.	3 23.1 17.6 1.4	1 7.7 5.3 0.5	1 7.7 3.2 0.5	0 0.0 0.0 0.0	2 15.4 7.4 0.9	1 7.7 2.6 0.5	0 0.0 0.0 0.0	4 30.8 10.0 1.9	1 7.7 12.5 0.5	0 0.0 0.0 0.0	13 6.1
YES	1.	2 4.5 11.8 0.9	2 4.5 10.5 0.9	6 13.6 19.4 2.8	5 11.4 38.5 2.3	2 4.5 7.4 0.9	11 25.0 28.2 5.2	2 4.5 20.0 0.9	10 22.7 25.0 4.7	4 9.1 50.0 1.9	0 0.0 0.0 0.0	44 20.7
NO	2.	12 7.7 70.6 5.6	16 10.3 84.2 7.5	24 15.4 77.4 11.3	8 5.1 61.5 3.8	23 14.7 85.2 10.8	27 17.3 69.2 12.7	8 5.1 80.0 3.8	26 16.7 65.0 12.2	3 1.9 37.5 1.4	9 5.8 100.0 4.2	156 73.2
PSYCHOLOGICAL	0.	3 23.1 17.6 1.4	1 7.7 5.3 0.5	1 7.7 3.2 0.5	0 0.0 0.0 0.0	2 15.4 7.4 0.9	1 7.7 2.6 0.5	0 0.0 0.0 0.0	4 30.8 10.0 1.9	1 7.7 12.5 0.5	0 0.0 0.0 0.0	13 6.1
YES	1.	2 5.3 11.8 0.9	2 5.3 10.5 0.9	7 18.4 22.6 3.3	4 10.5 30.8 1.9	4 10.5 14.8 1.9	7 18.4 17.9 3.3	0 0.0 0.0 0.0	10 26.3 25.0 4.7	2 5.3 25.0 0.9	0 0.0 0.0 0.0	38 17.8
NO	2.	12 7.4 70.6 5.6	16 9.9 84.2 7.5	23 14.2 74.2 10.8	9 5.6 69.2 4.2	21 13.0 77.8 9.9	31 19.1 79.5 14.6	10 6.2 100.0 4.7	26 16.0 65.0 12.2	5 3.1 62.5 2.3	9 5.6 100.0 4.2	162 76.1
OTHER SERVICES	0.	14 7.9 82.4 6.6	14 7.9 73.7 6.6	27 15.3 87.1 12.7	8 4.5 61.5 3.8	25 14.1 92.6 11.7	36 20.3 92.3 16.9	7 4.0 70.0 3.3	37 20.9 92.5 17.4	3 1.7 37.5 1.4	6 3.4 66.7 2.8	177 83.1
YES	1.	2 10.0 11.8 0.9	3 15.0 15.8 1.4	3 15.0 9.7 1.4	1 5.0 7.7 0.5	0 0.0 0.0 0.0	3 15.0 7.7 1.4	1 5.0 10.0 0.5	3 15.0 7.5 1.4	3 15.0 37.5 1.4	1 5.0 11.1 0.5	20 9.4
NO	2.	1 6.3 5.9 0.5	2 12.5 10.5 0.9	1 6.3 3.2 0.5	4 25.0 30.8 1.9	2 12.5 7.4 0.9	0 0.0 0.0 0.0	2 12.5 20.0 0.9	0 0.0 0.0 0.0	2 12.5 25.0 0.9	2 12.5 22.2 0.9	16 7.5
	COLUMN TOTAL	17 8.0	19 8.9	31 14.6	13 6.1	27 12.7	39 18.3	10 4.7	40 18.8	8 3.8	9 4.2	213 100.0

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TABLE IV-5
Crosstabulation of Project Non-Instructional Services to Density Strata

HORIZONTAL: density strata — see sample design;
VERTICAL: non-instructional services (no response, yes, no) — see Project Director Guide, question 51

```
                      DENSITY
            COUNT   I
            ROW PCT IURBAN        RURAL -    RURAL -        ROW
            COL PCT I             HIGH       LOW            TOTAL
            TOT PCT I         1.I        2.I        3.I
            --------I---------I----------I----------I
                 0. I       2 I      7   I      4   I      13
MEDICAL DENTAL      I    15.4 I   53.8   I   30.8   I     6.1
                    I     3.4 I    6.7   I    8.0   I
                    I     0.9 I    3.3   I    1.9   I
                   -I---------I----------I----------I
                 1. I      19 I     16   I      9   I      44
   YES              I    43.2 I   36.4   I   20.5   I    20.7
                    I    32.8 I   15.2   I   18.0   I
                    I     8.9 I    7.5   I    4.2   I
                   -I---------I----------I----------I
                 2. I      37 I     82   I     37   I     156
   NO               I    23.7 I   52.6   I   23.7   I    73.2
                    I    63.8 I   78.1   I   74.0   I
                    I    17.4 I   38.5   I   17.4   I
                   -I---------I----------I----------I
                 0. I       2 I      7   I      4   I      13
PSYCHOLOGICAL       I    15.4 I   53.8   I   30.8   I     6.1
                    I     3.4 I    6.7   I    8.0   I
                    I     0.9 I    3.3   I    1.9   I
                   -I---------I----------I----------I
                 1. I      13 I     19   I      6   I      38
   YES              I    34.2 I   50.0   I   15.8   I    17.8
                    I    22.4 I   18.1   I   12.0   I
                    I     6.1 I    8.9   I    2.8   I
                   -I---------I----------I----------I
                 2. I      43 I     79   I     40   I     162
   NO               I    26.5 I   48.8   I   24.7   I    76.1
                    I    74.1 I   75.2   I   80.0   I
                    I    20.2 I   37.1   I   18.8   I
                   =I=========I==========I==========I
                 0. I      51 I     87   I     39   I     177
 OTHER SERVICES     I    28.8 I   49.2   I   22.0   I    83.1
                    I    87.9 I   82.9   I   78.0   I
                    I    23.9 I   40.8   I   18.3   I
                   -I---------I----------I----------I
                 1. I       4 I      9   I      7   I      20
   YES              I    20.0 I   45.0   I   35.0   I     9.4
                    I     6.9 I    8.6   I   14.0   I
                    I     1.9 I    4.2   I    3.3   I
                   -I---------I----------I----------I
                 2. I       3 I      9   I      4   I      16
   NO               I    18.8 I   56.3   I   25.0   I     7.5
                    I     5.2 I    8.6   I    8.0   I
                    I     1.4 I    4.2   I    1.9   I
                   -I---------I----------I----------I
            COLUMN        58       105         50         213
            TOTAL       27.2      49.3       23.5       100.0
```

TABLE IV-6
Crosstabulation of Project Non-Instructional Services to Grant Size

HORIZONTAL: grant size — see sample design;
VERTICAL: non-instructional services (no response, yes, no) — see Project Director Guide, question 51

	GRANT COUNT ROW PCT COL PCT TOT PCT	UNDER $10,000 1.	$10,000- $50,000 2.	OVER $50,000 3.	ROW TOTAL
MEDICAL DENTAL	0.	2 15.4 5.3 0.9	3 23.1 4.2 1.4	8 61.5 7.8 3.8	13 6.1
YES	1.	6 13.6 15.8 2.8	15 34.1 20.8 7.0	23 52.3 22.3 10.8	44 20.7
NO	2.	30 19.2 78.9 14.1	54 34.6 75.0 25.4	72 46.2 69.9 33.8	156 73.2
PSYCHOLOGICAL	0.	2 15.4 5.3 0.9	3 23.1 4.2 1.4	8 61.5 7.8 3.8	13 6.1
YES	1.	4 10.5 10.5 1.9	15 39.5 20.8 7.0	19 50.0 18.4 8.9	38 17.8
NO	2.	32 19.8 84.2 15.0	54 33.3 75.0 25.4	76 46.9 73.8 35.7	162 76.1
OTHER SERVICES	0.	28 15.8 73.7 13.1	57 32.2 79.2 26.8	92 52.0 89.3 43.2	177 83.1
YES	1.	2 10.0 5.3 0.9	11 55.0 15.3 5.2	7 35.0 6.8 3.3	20 9.4
NO	2.	8 50.0 21.1 3.8	4 25.0 5.6 1.9	4 25.0 3.9 1.9	16 7.5
	COLUMN TOTAL	38 17.8	72 33.8	103 48.4	213 100.0

TABLE IV-7

Crosstabulation of Absence of Staff Involvement in Project Services and Activities to Geographic Region

HORIZONTAL: geographic region — see sample design

VERTICAL: services and activities — see Project Director Guide, P. 17

COUNT ROW PCT COL PCT TOT PCT	REGION ALASKA 1.	PACIFIC N.W. 2.	PACIFIC S.W. 3.	ROCKY MOUNTAIN 4.	INTERIOR S.W. 5.	NORTH CENTRAL 6.	UPPER MIDWEST 7.	CENTRAL S.W. 8.	SOUTH - EAST 9.	NEW ENGLAND 10.	ROW TOTAL
Services & Activities 1	8 10.5 47.1 3.8	4 5.3 21.1 1.9	6 7.9 19.4 2.8	3 3.9 23.1 1.4	9 11.8 33.3 4.2	17 22.4 43.6 8.0	4 5.3 40.0 1.9	18 23.7 45.0 8.5	3 3.9 37.5 1.4	4 5.3 44.4 1.9	76 35.7
2	10 10.4 58.8 4.7	2 2.1 10.5 0.9	9 9.4 29.0 4.2	5 5.2 38.5 2.3	13 13.5 48.1 6.1	19 19.8 48.7 8.9	5 5.2 50.0 2.3	20 20.8 50.0 9.4	7 7.3 87.5 3.3	6 6.3 66.7 2.8	96 45.1
3	12 6.9 70.6 5.6	19 10.9 100.0 8.9	29 16.6 93.5 13.6	11 6.3 84.6 5.2	13 7.4 48.1 6.1	33 18.9 84.6 15.5	8 4.6 80.0 3.8	36 20.6 90.0 16.9	6 3.4 75.0 2.8	8 4.6 88.9 3.8	175 82.2
4	13 8.7 76.5 6.1	13 8.7 68.4 6.1	20 13.3 64.5 9.4	8 5.3 61.5 3.8	16 10.7 59.3 7.5	31 20.7 79.5 14.6	7 4.7 70.0 3.3	27 18.0 67.5 12.7	8 5.3 100.0 3.8	7 4.7 77.8 3.3	150 70.4
5	8 6.6 47.1 3.8	9 7.4 47.4 4.2	19 15.7 61.3 8.9	7 5.8 53.8 3.3	18 14.9 66.7 8.5	24 19.8 61.5 11.3	7 5.8 70.0 3.3	18 14.9 45.0 8.5	6 5.0 75.0 2.8	5 4.1 55.6 2.3	121 56.8
6	16 8.0 94.1 7.5	18 9.0 94.7 8.5	31 15.6 100.0 14.6	9 4.5 69.2 4.2	24 12.1 88.9 11.3	38 19.1 97.4 17.8	9 4.5 90.0 4.2	38 19.1 95.0 17.8	7 3.5 87.5 3.3	9 4.5 100.0 4.2	199 93.4
7	16 7.9 94.1 7.5	19 9.4 100.0 8.9	31 15.3 100.0 14.6	10 4.9 76.9 4.7	23 11.3 85.2 10.8	38 18.7 97.4 17.8	10 4.9 100.0 4.7	39 19.2 97.5 18.3	8 3.9 100.0 3.8	9 4.4 100.0 4.2	203 95.3
8	14 7.8 82.4 6.6	13 7.3 68.4 6.1	26 14.5 83.9 12.2	10 5.6 76.9 4.7	21 11.7 77.8 9.9	34 19.0 87.2 16.0	8 4.5 80.0 3.8	36 20.1 90.0 16.9	8 4.5 100.0 3.8	9 5.0 100.0 4.2	179 84.0
9	15 8.1 88.2 7.0	14 7.6 73.7 6.6	26 14.1 83.9 12.2	10 5.4 76.9 4.7	23 12.4 85.2 10.8	38 20.5 97.4 17.8	8 4.3 80.0 3.8	34 18.4 85.0 16.0	8 4.3 100.0 3.8	9 4.9 100.0 4.2	185 86.9
10	13 7.2 76.5 6.1	15 8.3 78.9 7.0	29 16.1 93.5 13.6	10 5.6 76.9 4.7	23 12.8 85.2 10.8	32 17.8 82.1 15.0	8 4.4 80.0 3.8	34 18.9 85.0 16.0	8 4.4 100.0 3.8	8 4.4 88.9 3.8	180 84.5
11	9 5.2 52.9 4.2	16 9.3 84.2 7.5	26 15.1 83.9 12.2	10 5.8 76.9 4.7	20 11.6 74.1 9.4	35 20.3 89.7 16.4	10 5.8 100.0 4.7	31 18.0 77.5 14.6	8 4.7 100.0 3.8	7 4.1 77.8 3.3	172 80.8
12	10 13.3 58.8 4.7	2 2.7 10.5 0.9	7 9.3 22.6 3.3	7 9.3 53.8 3.3	3 4.0 11.1 1.4	21 28.0 53.8 9.9	4 5.3 40.0 1.9	16 21.3 40.0 7.5	4 5.3 50.0 1.9	1 1.3 11.1 0.5	75 35.2
13	9 6.3 52.9 4.2	15 10.5 78.9 7.0	20 14.0 64.5 9.4	9 6.3 69.2 4.2	14 9.8 51.9 6.6	30 21.0 76.9 14.1	9 6.3 90.0 4.2	25 17.5 62.5 11.7	6 4.2 75.0 2.8	6 4.2 66.7 2.8	143 67.1
14	13 7.3 76.5 6.1	15 8.4 78.9 7.0	27 15.1 87.1 12.7	13 7.3 100.0 6.1	22 12.3 81.5 10.3	32 17.9 82.1 15.0	9 5.0 90.0 4.2	34 19.0 85.0 16.0	7 3.9 87.5 3.3	7 3.9 77.8 3.3	179 84.0
15	12 14.1 70.6 5.6	3 3.5 15.8 1.4	10 11.8 32.3 4.7	4 4.7 30.8 1.9	8 9.4 29.6 3.8	14 16.5 35.9 6.6	6 7.1 60.0 2.8	18 21.2 45.0 8.5	5 5.9 62.5 2.3	5 5.9 55.6 2.3	85 39.9
16	10 11.8 58.8 4.7	2 2.4 10.5 0.9	13 15.3 41.9 6.1	6 7.1 46.2 2.8	6 7.1 22.2 2.8	18 21.2 46.2 8.5	7 8.2 70.0 3.3	14 16.5 35.0 6.6	4 4.7 50.0 1.9	5 5.9 55.6 2.3	85 39.9
17	8 12.9 47.1 3.8	2 3.2 10.5 0.9	8 12.9 25.8 3.8	5 8.1 38.5 2.3	3 4.8 11.1 1.4	14 22.6 35.9 6.6	5 8.1 50.0 2.3	9 14.5 22.5 4.2	3 4.8 37.5 1.4	5 8.1 55.6 2.3	62 29.1
18	9 12.3 52.9 4.2	3 4.1 15.8 1.4	9 12.3 29.0 4.2	5 6.8 38.5 2.3	5 6.8 18.5 2.3	15 20.5 38.5 7.0	6 8.2 60.0 2.8	11 15.1 27.5 5.2	5 6.8 62.5 2.3	5 6.8 55.6 2.3	73 34.3
19	8 12.9 47.1 3.8	1 1.6 5.3 0.5	7 11.3 22.6 3.3	5 8.1 38.5 2.3	4 6.5 14.8 1.9	14 22.6 35.9 6.6	6 9.7 60.0 2.8	9 14.5 22.5 4.2	3 4.8 37.5 1.4	5 8.1 55.6 2.3	62 29.1
20	8 10.8 47.1 3.8	4 5.4 21.1 1.9	10 13.5 32.3 4.7	4 5.4 30.8 1.9	5 6.8 18.5 2.3	15 20.3 38.5 7.0	6 8.1 60.0 2.8	12 16.2 30.0 5.6	5 6.8 62.5 2.3	5 6.8 55.6 2.3	74 34.7
21	8 11.0 47.1 3.8	3 4.1 15.8 1.4	10 13.7 32.3 4.7	4 5.5 30.8 1.9	7 9.6 25.9 3.3	15 20.5 38.5 7.0	5 6.8 50.0 2.3	13 17.8 32.5 6.1	3 4.1 37.5 1.4	5 6.8 55.6 2.3	73 34.3
22	11 6.2 64.7 5.2	16 9.0 84.2 7.5	26 14.7 83.9 12.2	12 6.8 92.3 5.6	22 12.4 81.5 10.3	32 18.1 82.1 15.0	10 5.6 100.0 4.7	33 18.6 82.5 15.5	8 4.5 100.0 3.8	7 4.0 77.8 3.3	177 83.1
23	15 10.0 88.2 7.0	13 8.7 68.4 6.1	23 15.3 74.2 10.8	9 6.0 69.2 4.2	15 10.0 55.6 7.0	26 17.3 66.7 12.2	9 6.0 90.0 4.2	28 18.7 70.0 13.1	3 2.0 37.5 1.4	9 6.0 100.0 4.2	150 70.4
24	14 10.3 82.4 6.6	8 5.9 42.1 3.8	25 18.4 80.6 11.7	10 7.4 76.9 4.7	9 6.6 33.3 4.2	28 20.6 71.8 13.1	8 5.9 80.0 3.8	22 16.2 55.0 10.3	4 2.9 50.0 1.9	8 5.9 88.9 3.8	136 63.8
25	12 6.7 70.6 5.6	15 8.4 78.9 7.0	27 15.2 87.1 12.7	13 7.3 100.0 6.1	22 12.4 81.5 10.3	32 18.0 82.1 15.0	9 5.1 90.0 4.2	34 19.1 85.0 16.0	7 3.9 87.5 3.3	7 3.9 77.8 3.3	178 83.6
COLUMN TOTAL	17 8.0	19 8.9	31 14.6	13 6.1	27 12.7	39 18.3	10 4.7	40 18.8	8 3.8	9 4.2	213 100.0

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TABLE IV-8

Crosstabulation of Absence of Staff Involvement in Project Services and Activities to Density Strata

HORIZONTAL: density strata — see sample design

VERTICAL: services and activities — see Project Director Guide, P. 17

COUNT ROW PCT COL PCT TOT PCT	DENSITY URBAN 1.	RURAL - HIGH 2.	RURAL - LOW 3.	ROW TOTAL
Services & Activities 1	16 21.1 27.6 7.5	34 44.7 32.4 16.0	26 34.2 52.0 12.2	76 35.7
2	18 18.8 31.0 8.5	50 52.1 47.6 23.5	28 29.2 56.0 13.1	96 45.1
3	51 29.1 87.9 23.9	77 44.0 73.3 36.2	47 26.9 94.0 22.1	175 82.2
4	34 22.7 58.6 16.0	72 48.0 68.6 33.8	44 29.3 88.0 20.7	150 70.4
5	34 28.1 58.6 16.0	53 43.8 50.5 24.9	34 28.1 68.0 16.0	121 56.8
6	57 28.6 98.3 26.8	95 47.7 90.5 44.6	47 23.6 94.0 22.1	199 93.4
7	56 27.6 96.6 26.3	98 48.3 93.3 46.0	49 24.1 98.0 23.0	203 95.3
8	47 26.3 81.0 22.1	85 47.5 81.0 39.9	47 26.3 94.0 22.1	179 84.0
9	49 26.5 84.5 23.0	88 47.6 83.8 41.3	48 25.9 96.0 22.5	185 86.9
10	46 25.6 79.3 21.6	89 49.4 84.8 41.8	45 25.0 90.0 21.1	180 84.5
11	49 28.5 84.5 23.0	79 45.9 75.2 37.1	44 25.6 88.0 20.7	172 80.8
12	12 16.0 20.7 5.6	35 46.7 33.3 16.4	28 37.3 56.0 13.1	75 35.2
13	37 25.9 63.8 17.4	66 46.2 62.9 31.0	40 28.0 80.0 18.8	143 67.1
14	51 28.5 87.9 23.9	86 48.0 81.9 40.4	42 23.5 84.0 19.7	179 84.0
15	14 16.5 24.1 6.6	42 49.4 40.0 19.7	29 34.1 58.0 13.6	85 39.9
16	19 22.4 32.8 8.9	38 44.7 36.2 17.8	28 32.9 56.0 13.1	85 39.9
17	12 19.4 20.7 5.6	24 38.7 22.9 11.3	26 41.9 52.0 12.2	62 29.1
18	14 19.2 24.1 6.6	31 42.5 29.5 14.6	28 38.4 56.0 13.1	73 34.3
19	13 21.0 22.4 6.1	24 38.7 22.9 11.3	25 40.3 50.0 11.7	62 29.1
20	14 18.9 24.1 6.6	32 43.2 30.5 15.0	28 37.8 56.0 13.1	74 34.7
21	14 19.2 24.1 6.6	33 45.2 31.4 15.5	26 35.6 52.0 12.2	73 34.3
22	46 26.0 79.3 21.6	86 48.6 81.9 40.4	45 25.4 90.0 21.1	177 83.1
23	31 20.7 53.4 14.6	80 53.3 76.2 37.6	39 26.0 78.0 18.3	150 70.4
24	33 24.3 56.9 15.5	63 46.3 60.0 29.6	40 29.4 80.0 18.8	136 63.8
25	48 27.0 82.8 22.5	86 48.3 81.9 40.4	44 24.7 88.0 20.7	178 83.6
COLUMN TOTAL	58 27.2	105 49.3	50 23.5	213 100.0

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TABLE IV-9

Crosstabulation of Absence of Staff Involvement in Project Services and Activities to Grant Size

HORIZONTAL: grant size – see sample design;
VERTICAL: services and activities – see Project Director Guide, P. 17

COUNT ROW PCT COL PCT TOT PCT	GRANT UNDER $10,000 1.	$10,000- $50,000 2.	OVER $50,000 3.	ROW TOTAL
Services & Activities 1	18 23.7 47.4 8.5	26 34.2 36.1 12.2	32 42.1 31.1 15.0	76 35.7
2	25 26.0 65.8 11.7	27 28.1 37.5 12.7	44 45.8 42.7 20.7	96 45.1
3	34 19.4 89.5 16.0	65 37.1 90.3 30.5	76 43.4 73.8 35.7	175 82.2
4	33 22.0 86.8 15.5	47 31.3 65.3 22.1	70 46.7 68.0 32.9	150 70.4
5	31 25.6 81.6 14.6	41 33.9 56.9 19.2	49 40.5 47.6 23.0	121 56.8
6	37 18.6 97.4 17.4	68 34.2 94.4 31.9	94 47.2 91.3 44.1	199 93.4
7	38 18.7 100.0 17.8	70 34.5 97.2 32.9	95 46.8 92.2 44.6	203 95.3
8	38 21.2 100.0 17.8	64 35.8 88.9 30.0	77 43.0 74.8 36.2	179 84.0
9	38 20.5 100.0 17.8	64 34.6 88.9 30.0	83 44.9 80.6 39.0	185 86.9
10	36 20.0 94.7 16.9	61 33.9 84.7 28.6	83 46.1 80.6 39.0	180 84.5
11	35 20.3 92.1 16.4	60 34.9 83.3 28.2	77 44.8 74.8 36.2	172 80.8
12	24 32.0 63.2 11.3	28 37.3 38.9 13.1	23 30.7 22.3 10.8	75 35.2
13	32 22.4 84.2 15.0	52 36.4 72.2 24.4	59 41.3 57.3 27.7	143 67.1
14	34 19.0 89.5 16.0	64 35.8 88.9 30.0	81 45.3 78.6 38.0	179 84.0
15	28 32.9 73.7 13.1	27 31.8 37.5 12.7	30 35.3 29.1 14.1	85 39.9
16	26 30.6 68.4 12.2	31 36.5 43.1 14.6	28 32.9 27.2 13.1	85 39.9
17	27 43.5 71.1 12.7	20 32.3 27.8 9.4	15 24.2 14.6 7.0	62 29.1
18	26 35.6 68.4 12.2	26 35.6 36.1 12.2	21 28.8 20.4 9.9	73 34.3
19	23 37.1 60.5 10.8	23 37.1 31.9 10.8	16 25.8 15.5 7.5	62 29.1
20	27 36.5 71.1 12.7	26 35.1 36.1 12.2	21 28.4 20.4 9.9	74 34.7
21	24 32.9 63.2 11.3	27 37.0 37.5 12.7	22 30.1 21.4 10.3	73 34.3
22	37 20.9 97.4 17.4	62 35.0 86.1 29.1	78 44.1 75.7 36.6	177 83.1
23	33 22.0 86.8 15.5	54 36.0 75.0 25.4	63 42.0 61.2 29.6	150 70.4
24	36 26.5 94.7 16.9	45 33.1 62.5 21.1	55 40.4 53.4 25.8	136 63.8
25	34 19.3 89.5 16.0	65 36.9 90.3 30.5	77 43.8 74.8 36.2	176 82.6
COLUMN TOTAL	38 17.8	72 33.8	103 48.4	213 100.0

TABLE IV-10

Crosstabulation of Time Spent in Various Classroom Methodologies by Density Strata

HORIZONTAL: density strata — see sample design;
VERTICAL: various classroom methodologies, percent of time spent in each — see Project Staff Questionnaire, question 18

METHODOLOGIES	Percent of Time	COUNT ROW PCT COL PCT TOT PCT	DENSITY Urban 1.	Urban High 2.	Rural Low 3.	ROW TOTAL
1		0.	18 30.5 31.0 8.5	17 28.8 16.2 8.0	24 40.7 48.0 11.3	59 27.7
	1 THRU 20	1.	10 47.6 17.2 4.7	8 38.1 7.6 3.8	3 14.3 6.0 1.4	21 9.9
	20 THRU 40	2.	8 33.3 13.8 3.8	11 45.8 10.5 5.2	5 20.8 10.0 2.3	24 11.3
	40 THRU 60	3.	9 25.7 15.5 4.2	21 60.0 20.0 9.9	5 14.3 10.0 2.3	35 16.4
	60 THRU 80	4.	7 24.1 12.1 3.3	20 69.0 19.0 9.4	2 6.9 4.0 0.9	29 13.6
	80 THRU 100	5.	6 13.3 10.3 2.8	28 62.2 26.7 13.1	11 24.4 22.0 5.2	45 21.1
2		0.	20 23.5 34.5 9.4	35 41.2 33.3 16.4	30 35.3 60.0 14.1	85 39.9
	1 THRU 20	1.	19 38.0 32.8 8.9	23 46.0 21.9 10.8	8 16.0 16.0 3.8	50 23.5
	20 THRU 40	2.	9 23.1 15.5 4.2	24 61.5 22.9 11.3	6 15.4 12.0 2.8	39 18.3
	40 THRU 60	3.	6 26.1 10.3 2.8	14 60.9 13.3 6.6	3 13.0 6.0 1.4	23 10.8
	60 THRU 80	4.	2 25.0 3.4 0.9	6 75.0 5.7 2.8	0 0.0 0.0 0.0	8 3.8
	80 THRU 100	5.	2 25.0 3.4 0.9	3 37.5 2.9 1.4	3 37.5 6.0 1.4	8 3.8
3		0.	22 20.6 37.9 10.3	48 44.9 45.7 22.5	37 34.6 74.0 17.4	107 50.2
	1 THRU 20	1.	23 27.4 39.7 10.8	50 59.5 47.6 23.5	11 13.1 22.0 5.2	84 39.4
	20 THRU 40	2.	11 61.1 19.0 5.2	5 27.8 4.8 2.3	2 11.1 4.0 0.9	18 8.5
	40 THRU 60	3.	0 0.0 0.0 0.0	1 100.0 1.0 0.5	0 0.0 0.0 0.0	1 0.5
	60 THRU 80	4.	1 100.0 1.7 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 0.5
	80 THRU 100	5.	1 50.0 1.7 0.5	1 50.0 1.0 0.5	0 0.0 0.0 0.0	2 0.9
4		0.	25 22.3 43.1 11.7	53 47.3 50.5 24.9	34 30.4 68.0 16.0	112 52.6
	1 THRU 20	1.	14 36.8 24.1 6.6	18 47.4 17.1 8.5	6 15.8 12.0 2.8	38 17.8
	20 THRU 40	2.	5 23.8 8.6 2.3	14 66.7 13.3 6.6	2 9.5 4.0 0.9	21 9.9
	40 THRU 60	3.	6 42.9 10.3 2.8	7 50.0 6.7 3.3	1 7.1 2.0 0.5	14 6.6
	60 THRU 80	4.	4 44.4 6.9 1.9	4 44.4 3.8 1.9	1 11.1 2.0 0.5	9 4.2
	80 THRU 100	5.	4 21.1 6.9 1.9	9 47.4 8.6 4.2	6 31.6 12.0 2.8	19 8.9
		COLUMN TOTAL	58 27.2	105 49.3	50 23.5	213 100.0

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TABLE IV-11

Crosstabulation of Time Spent in Various Classroom Methodologies by Grant Size

HORIZONTAL: grant size – see sample design;
VERTICAL: various classroom methodologies, percent of time spent in each – see Project Staff Questionnaire, question 18

METHODOLOGIES	Percent of Time	COUNT ROW PCT COL PCT TOT PCT	GRANT Under $10,000 1.	$10,000–$50,000 2.	Over $50,000 3.	ROW TOTAL
1		0.	20 33.9 52.6 9.4	17 28.8 23.6 8.0	22 37.3 21.4 10.3	59 27.7
	1 THRU 20	1.	2 9.5 5.3 0.9	6 28.6 8.3 2.8	13 61.9 12.6 6.1	21 9.9
	20 THRU 40	2.	1 4.2 2.6 0.5	13 54.2 18.1 6.1	10 41.7 9.7 4.7	24 11.3
	40 THRU 60	3.	4 11.4 10.5 1.9	14 40.0 19.4 6.6	17 48.6 16.5 8.0	35 16.4
	60 THRU 80	4.	2 6.9 5.3 0.9	6 20.7 8.3 2.8	21 72.4 20.4 9.9	29 13.6
	80 THRU 100	5.	9 20.0 23.7 4.2	16 35.6 22.2 7.5	20 44.4 19.4 9.4	45 21.1
2		0.	28 32.9 73.7 13.1	27 31.8 37.5 12.7	30 35.3 29.1 14.1	85 39.9
	1 THRU 20	1.	4 8.0 10.5 1.9	19 38.0 26.4 8.9	27 54.0 26.2 12.7	50 23.5
	20 THRU 40	2.	4 10.3 10.5 1.9	10 25.6 13.9 4.7	25 64.1 24.3 11.7	39 18.3
	40 THRU 60	3.	1 4.3 2.6 0.5	10 43.5 13.9 4.7	12 52.2 11.7 5.6	23 10.8
	60 THRU 80	4.	0 0.0 0.0 0.0	2 25.0 2.8 0.9	6 75.0 5.8 2.8	8 3.8
	80 THRU 100	5.	1 12.5 2.6 0.5	4 50.0 5.6 1.9	3 37.5 2.9 1.4	8 3.8
3		0.	30 28.0 78.9 14.1	38 35.5 52.8 17.8	39 36.4 37.9 18.3	107 50.2
	1 THRU 20	1.	7 8.3 18.4 3.3	30 35.7 41.7 14.1	47 56.0 45.6 22.1	84 39.4
	20 THRU 40	2.	1 5.6 2.6 0.5	3 16.7 4.2 1.4	14 77.8 13.6 6.6	18 8.5
	40 THRU 60	3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 1.0 0.5	1 0.5
	60 THRU 80	4.	0 0.0 0.0 0.0	1 100.0 1.4 0.5	0 0.0 0.0 0.0	1 0.5
	80 THRU 100	5.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 1.9 0.9	2 0.9
4		0.	29 25.9 76.3 13.6	37 33.0 51.4 17.4	46 41.1 44.7 21.6	112 52.6
	1 THRU 20	1.	2 5.3 5.3 0.9	16 42.1 22.2 7.5	20 52.6 19.4 9.4	38 17.8
	20 THRU 40	2.	1 4.8 2.6 0.5	8 38.1 11.1 3.8	12 57.1 11.7 5.6	21 9.9
	40 THRU 60	3.	1 7.1 2.6 0.5	4 28.6 5.6 1.9	9 64.3 8.7 4.2	14 6.6
	60 THRU 80	4.	0 0.0 0.0 0.0	3 33.3 4.2 1.4	6 66.7 5.8 2.8	9 4.2
	80 THRU 100	5.	5 26.3 13.2 2.3	4 21.1 5.6 1.9	10 52.6 9.7 4.7	19 8.9
		COLUMN TOTAL	38 17.8	72 33.8	103 48.4	213 100.0

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TABLE IV-12
Crosstabulation of Percentage of Project Funds Spent on Project Instructional Services to geographic Region

HORIZONTAL: geographic region — see sample design;
VERTICAL: percentage of funds spent on instructional services — see LEA Package, P. 9

```
                        REGION
                COUNT  I
               ROW PCT IALASKA   PACIFIC   PACIFIC   ROCKY     INTERIOR  NORTH     UPPER     CENTRAL   SOUTH -   NEW          ROW
               COL PCT I         N.W.      S.W.      MOUNTAIN  S.W.      CENTRAL   MIDWEST   S.W.      EAST      ENGLAND      TOTAL
               TOT PCT I      1.I      2.I      3.I      4.I      5.I      6.I      7.I      8.I      9.I     10.I
INSTPER        --------I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                    0. I      2 I      5 I      8 I      2 I      2 I      5 I      2 I      7 I      0 I      0 I      33
  MISSING              I    6.1 I   15.2 I   24.2 I    6.1 I    6.1 I   15.2 I    6.1 I   21.2 I    0.0 I    0.0 I    15.5
                       I   11.8 I   26.3 I   25.8 I   15.4 I    7.4 I   12.8 I   20.0 I   17.5 I    0.0 I    0.0 I
                       I    0.9 I    2.3 I    3.8 I    0.9 I    0.9 I    2.3 I    0.9 I    3.3 I    0.0 I    0.0 I
                      -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                    1. I      7 I      2 I      6 I      6 I     17 I      3 I      0 I      2 I      1 I      4 I      46
  1 TO 50              I   14.6 I    4.2 I   12.5 I   12.5 I   35.4 I    6.3 I    0.0 I    4.2 I    2.1 I    8.3 I    22.5
                       I   41.2 I   10.5 I   19.4 I   46.2 I   63.0 I    7.7 I    0.0 I    5.0 I   12.5 I   44.4 I
                       I    3.3 I    0.9 I    2.8 I    2.8 I    8.0 I    1.4 I    0.0 I    0.9 I    0.5 I    1.9 I
                      -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                    2. I      3 I      3 I      8 I      3 I      5 I     17 I      3 I      6 I      4 I      4 I      56
  50 TO 60             I    5.4 I    5.4 I   14.3 I    5.4 I    8.9 I   30.4 I    5.4 I   10.7 I    7.1 I    7.1 I    26.3
                       I   17.6 I   15.8 I   25.8 I   23.1 I   18.5 I   43.6 I   30.0 I   15.0 I   50.0 I   44.4 I
                       I    1.4 I    1.4 I    3.8 I    1.4 I    2.3 I    8.0 I    1.4 I    2.8 I    1.9 I    1.9 I
                      -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                    3. I      5 I      6 I      9 I      2 I      3 I     11 I      4 I     18 I      3 I      1 I      62
  60 TO 70             I    8.1 I    9.7 I   14.5 I    3.2 I    4.8 I   17.7 I    6.5 I   29.0 I    4.8 I    1.6 I    29.1
                       I   29.4 I   31.6 I   29.0 I   15.4 I   11.1 I   28.2 I   40.0 I   45.0 I   37.5 I   11.1 I
                       I    2.3 I    2.8 I    4.2 I    0.9 I    1.4 I    5.2 I    1.9 I    8.5 I    1.4 I    0.5 I
                      -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                    4. I      0 I      3 I      0 I      0 I      0 I      3 I      1 I      7 I      0 I      0 I      14
  ABOVE 70             I    0.0 I   21.4 I    0.0 I    0.0 I    0.0 I   21.4 I    7.1 I   50.0 I    0.0 I    0.0 I     6.6
                       I    0.0 I   15.8 I    0.0 I    0.0 I    0.0 I    7.7 I   10.0 I   17.5 I    0.0 I    0.0 I
                       I    0.0 I    1.4 I    0.0 I    0.0 I    0.0 I    1.4 I    0.5 I    3.3 I    0.0 I    0.0 I
                      -I--------I--------I--------I--------I--------I--------I--------I--------I--------I--------I
                COLUMN       17       19       31       13       27       39       10       40        8        9      213
                 TOTAL      8.0      8.9     14.6      6.1     12.7     18.3      4.7     18.8      3.8      4.2    100.0
```

TABLE IV-13

Crosstabulation of Percentage of Project Funds Spent on Project Instructional Services to Density Strata

HORIZONTAL: density strata – see sample design;
VERTICAL: percentage of funds spent on instructional services – see LEA Package, P. 9

```
                            DENSITY
                    COUNT  I
                  ROW PCT  IURBAN      RURAL -   RURAL -      ROW
                  COL PCT  I           HIGH      LOW          TOTAL
                  TOT PCT  I       1.I       2.I       3.I
INSTPER          ----------I---------I---------I---------I
                        0. I    12   I    11   I    10   I     33
  MISSING                  I  36.4   I  33.3   I  30.3   I   15.5
                           I  20.7   I  10.5   I  20.0   I
                           I   5.6   I   5.2   I   4.7   I
                          -I---------I---------I---------I
                        1. I     6   I    34   I     8   I     48
  1 TO 50                  I  12.5   I  70.8   I  16.7   I   22.5
                           I  10.3   I  32.4   I  16.0   I
                           I   2.8   I  16.0   I   3.8   I
                          -I---------I---------I---------I
                        2. I    17   I    23   I    16   I     56
  50 TO 60                 I  30.4   I  41.1   I  28.6   I   26.3
                           I  29.3   I  21.9   I  32.0   I
                           I   8.0   I  10.8   I   7.5   I
                          -I---------I---------I---------I
                        3. I    20   I    29   I    13   I     62
  60 TO 70                 I  32.3   I  46.8   I  21.0   I   29.1
                           I  34.5   I  27.6   I  26.0   I
                           I   9.4   I  13.6   I   6.1   I
                          -I---------I---------I---------I
                        4. I     3   I     8   I     3   I     14
  ABOVE 70                 I  21.4   I  57.1   I  21.4   I    6.6
                           I   5.2   I   7.6   I   6.0   I
                           I   1.4   I   3.8   I   1.4   I
                          -I---------I---------I---------I
                   COLUMN       58       105        50        213
                    TOTAL     27.2      49.3      23.5      100.0
```

TABLE IV-14
Crosstabulation of Percentage of Project Funds Spent on Project Instructional Services to Grant Size

HORIZONTAL: grant size — see sample design;
VERTICAL: percentage of funds spent on instructional services — see LEA Package, P. 9

```
                         GRANT
              COUNT    I
             ROW PCT   IUNDER        $10,000-  OVER               ROW
             COL PCT   I$10,000      $50,000   $50,000            TOTAL
             TOT PCT   I         1.I         2.I         3.I
INSTPER      ----------I-----------I-----------I-----------I
                  0.   I       4   I      12   I      17   I       33
  MISSING              I    12.1   I    36.4   I    51.5   I     15.5
                       I    10.5   I    16.7   I    16.5   I
                       I     1.9   I     5.6   I     8.0   I
                      -I-----------I-----------I-----------I
                  1.   I      10   I      12   I      26   I       48
  1 TO 50              I    20.8   I    25.0   I    54.2   I     22.5
                       I    26.3   I    16.7   I    25.2   I
                       I     4.7   I     5.6   I    12.2   I
                      -I-----------I-----------I-----------I
                  2.   I       8   I      22   I      26   I       56
  50 TO 60             I    14.3   I    39.3   I    46.4   I     26.3
                       I    21.1   I    30.6   I    25.2   I
                       I     3.8   I    10.3   I    12.2   I
                      -I-----------I-----------I-----------I
                  3.   I      14   I      23   I      25   I       62
  60 TO 70             I    22.6   I    37.1   I    40.3   I     29.1
                       I    36.8   I    31.9   I    24.3   I
                       I     6.6   I    10.8   I    11.7   I
                      -I-----------I-----------I-----------I
                  4.   I       2   I       3   I       9   I       14
  ABOVE 70             I    14.3   I    21.4   I    64.3   I      6.6
                       I     5.3   I     4.2   I     8.7   I
                       I     0.9   I     1.4   I     4.2   I
                      -I-----------I-----------I-----------I
              COLUMN          38          72         103          213
               TOTAL        17.8        33.8        48.4        100.0
```

TABLE IV-15
Crosstabulation of Percent of Indian Participants in Project to Density Strata

HORIZONTAL: density strata — see sample design;
VERTICAL: percent of Indian participants in project — see Project Director Guide, page 11 and LEA Package, page 2.

```
                      DENSITY
             COUNT   I
           ROW PCT   IURBAN       RURAL  -   RURAL  -         ROW
           COL PCT   I            HIGH       LOW              TOTAL
           TOT PCT   I        1.I        2.I        3.I
PARTPNTS   --------  I---------I---------I---------I
                 0.  I      24 I      50 I      21 I          95
  MISSING            I    25.3 I    52.6 I    22.1 I        44.6
                     I    41.4 I    47.6 I    42.0 I
                     I    11.3 I    23.5 I     9.9 I
                    -I---------I---------I---------I
                 1.  I      14 I      10 I      10 I          34
  1 TO 50            I    41.2 I    29.4 I    29.4 I        16.0
                     I    24.1 I     9.5 I    20.0 I
                     I     6.6 I     4.7 I     4.7 I
                    -I---------I---------I---------I
                 2.  I       5 I       8 I       3 I          16
  50 TO 75           I    31.3 I    50.0 I    18.8 I         7.5
                     I     8.6 I     7.6 I     6.0 I
                     I     2.3 I     3.8 I     1.4 I
                    -I---------I---------I---------I
                 3.  I       8 I      21 I       6 I          35
  75 TO 99           I    22.9 I    60.0 I    17.1 I        16.4
                     I    13.8 I    20.0 I    12.0 I
                     I     3.8 I     9.9 I     2.8 I
                    -I---------I---------I---------I
                 4.  I       7 I      15 I      10 I          32
  100                I    21.9 I    46.9 I    31.3 I        15.0
                     I    12.1 I    14.3 I    20.0 I
                     I     3.3 I     7.0 I     4.7 I
                    -I---------I---------I---------I
               100.  I       0 I       1 I       0 I           1
                     I     0.0 I   100.0 I     0.0 I         0.5
                     I     0.0 I     1.0 I     0.0 I
                     I     0.0 I     0.5 I     0.0 I
                    -I---------I---------I---------I
            COLUMN          58       105        50           213
             TOTAL        27.2      49.3      23.5         100.0
```

TABLE IV-16
Crosstabulation of Percent of Indian Participants in Project to Grant Size

HORIZONTAL: grant size — see sample design;
VERTICAL: percent of Indian participants in project — see Project Director Guide, page 11 and LEA Package, page 2.

```
                          GRANT
                COUNT   I
               ROW PCT  IUNDER      $10,000-  OVER            ROW
               COL PCT  I$10,000    $50,000   $50,000         TOTAL
               TOT PCT  I        1.I       2.I       3.I
PARTPNTS       ---------I---------I---------I---------I
                    0.  I    14   I    29   I    52   I     95
  MISSING               I  14.7   I  30.5   I  54.7   I   44.6
                        I  36.8   I  40.3   I  50.5   I
                        I   6.6   I  13.6   I  24.4   I
                       -I---------I---------I---------I
                    1.  I     8   I    13   I    13   I     34
  1 TO 50               I  23.5   I  38.2   I  38.2   I   16.0
                        I  21.1   I  18.1   I  12.6   I
                        I   3.8   I   6.1   I   6.1   I
                       -I---------I---------I---------I
                    2.  I     4   I     8   I     4   I     16
  50 TO 75              I  25.0   I  50.0   I  25.0   I    7.5
                        I  10.5   I  11.1   I   3.9   I
                        I   1.9   I   3.8   I   1.9   I
                       -I---------I---------I---------I
                    3.  I     4   I    11   I    20   I     35
  75 TO 99              I  11.4   I  31.4   I  57.1   I   16.4
                        I  10.5   I  15.3   I  19.4   I
                        I   1.9   I   5.2   I   9.4   I
                       -I---------I---------I---------I
                    4.  I     8   I    10   I    14   I     32
  100                   I  25.0   I  31.3   I  43.8   I   15.0
                        I  21.1   I  13.9   I  13.6   I
                        I   3.8   I   4.7   I   6.6   I
                       -I---------I---------I---------I
                  100.  I     0   I     1   I     0   I      1
                        I   0.0   I 100.0   I   0.0   I    0.5
                        I   0.0   I   1.4   I   0.0   I
                        I   0.0   I   0.5   I   0.0   I
                       -I---------I---------I---------I
                COLUMN       38        72       103        213
                 TOTAL     17.8      33.8      48.4      100.0
```

TABLE IV-17
Crosstabulation of Parent Committee Activities to Density Strata

HORIZONTAL: density strata – see sample design;
VERTICAL: parent committee activities (no response, not involved – very involved) – see Project Director Guide, question 47

PC Activities	COUNT ROW PCT COL PCT TOT PCT	DENSITY Urban 1.	Urban High 2.	Rural Low 3.	ROW TOTAL
1	No Response	3 25.0 5.2 1.4	6 50.0 5.7 2.8	3 25.0 6.0 1.4	12 5.6
	Not Involved	4 40.0 6.9 1.9	3 30.0 2.9 1.4	3 30.0 6.0 1.4	10 4.7
		2 14.3 3.4 0.9	8 57.1 7.6 3.8	4 28.6 8.0 1.9	14 6.6
		2 8.7 3.4 0.9	20 87.0 19.0 9.4	1 4.3 2.0 0.5	23 10.8
		11 25.6 19.0 5.2	18 41.9 17.1 8.5	14 32.6 28.0 6.6	43 20.2
	Very Involved	36 32.4 62.1 16.9	50 45.0 47.6 23.5	25 22.5 50.0 11.7	111 52.1
2		5 35.7 8.6 2.3	6 42.9 5.7 2.8	3 21.4 6.0 1.4	14 6.6
		5 19.2 8.6 2.3	18 69.2 17.1 8.5	3 11.5 6.0 1.4	26 12.2
		7 24.1 12.1 3.3	15 51.7 14.3 7.0	7 24.1 14.0 3.3	29 13.6
		7 25.0 12.1 3.3	18 64.3 17.1 8.5	3 10.7 6.0 1.4	28 13.1
		13 27.1 22.4 6.1	21 43.8 20.0 9.9	14 29.2 28.0 6.6	48 22.5
		21 30.9 36.2 9.9	27 39.7 25.7 12.7	20 29.4 40.0 9.4	68 31.9
3		1 11.1 1.7 0.5	6 66.7 5.7 2.8	2 22.2 4.0 0.9	9 4.2
		3 37.5 5.2 1.4	3 37.5 2.9 1.4	2 25.0 4.0 0.9	8 3.8
		8 25.8 13.8 3.8	13 41.9 12.4 6.1	10 32.3 20.0 4.7	31 14.6
		17 25.8 29.3 8.0	30 45.5 28.6 14.1	19 28.8 38.0 8.9	66 31.0
		29 29.3 50.0 13.6	53 53.5 50.5 24.9	17 17.2 34.0 8.0	99 46.5
4		6 40.0 10.3 2.8	6 40.0 5.7 2.8	3 20.0 6.0 1.4	15 7.0
		6 16.7 10.3 2.8	26 72.2 24.8 12.2	4 11.1 8.0 1.9	36 16.9
		19 35.2 32.8 8.9	21 38.9 20.0 9.9	14 25.9 28.0 6.6	54 25.4
		15 25.9 25.9 7.0	34 58.6 32.4 16.0	9 15.5 18.0 4.2	58 27.2
		8 27.6 13.8 3.8	13 44.8 12.4 6.1	8 27.6 16.0 3.8	29 13.6
		4 19.0 6.9 1.9	5 23.8 4.8 2.3	12 57.1 24.0 5.6	21 9.9
	COLUMN TOTAL	58 27.2	105 49.3	50 23.5	213 100.0

PC Activities	COUNT ROW PCT COL PCT TOT PCT	Urban 1.	Urban High 2.	Rural Low 3.	ROW TOTAL
5		5 31.3 8.6 2.3	8 50.0 7.6 3.8	3 18.8 6.0 1.4	16 7.5
		1 7.1 1.7 0.5	5 35.7 4.8 2.3	8 57.1 16.0 3.8	14 6.6
		11 44.0 19.0 5.2	5 20.0 4.8 2.3	9 36.0 18.0 4.2	25 11.7
		13 34.2 22.4 6.1	20 52.6 19.0 9.4	5 13.2 10.0 2.3	38 17.8
		17 25.8 29.3 8.0	35 53.0 33.3 16.4	14 21.2 28.0 6.6	66 31.0
		11 20.4 19.0 5.2	32 59.3 30.5 15.0	11 20.4 22.0 5.2	54 25.4
6		2 20.0 3.4 0.9	6 60.0 5.7 2.8	2 20.0 4.0 0.9	10 4.7
		2 16.7 3.4 0.9	7 58.3 6.7 3.3	3 25.0 6.0 1.4	12 5.6
		7 35.0 12.1 3.3	8 40.0 7.6 3.8	5 25.0 10.0 2.3	20 9.4
		21 36.2 36.2 9.9	21 36.2 20.0 9.9	16 27.6 32.0 7.5	58 27.2
		14 21.2 24.1 6.6	38 57.6 36.2 17.8	14 21.2 28.0 6.6	66 31.0
		12 25.5 20.7 5.6	25 53.2 23.8 11.7	10 21.3 20.0 4.7	47 22.1
7		1 11.1 1.7 0.5	6 66.7 5.7 2.8	2 22.2 4.0 0.9	9 4.2
		0 0.0 0.0 0.0	3 42.9 2.9 1.4	4 57.1 8.0 1.9	7 3.3
		4 22.2 6.9 1.9	9 50.0 8.6 4.2	5 27.8 10.0 2.3	18 8.5
		18 28.1 31.0 8.5	28 43.8 26.7 13.1	18 28.1 36.0 8.5	64 30.0
		35 30.4 60.3 16.4	59 51.3 56.2 27.7	21 18.3 42.0 9.9	115 54.0
8		1 9.1 1.7 0.5	7 63.6 6.7 3.3	3 27.3 6.0 1.4	11 5.2
		1 50.0 1.7 0.5	0 0.0 0.0 0.0	1 50.0 2.0 0.5	2 0.9
		2 13.3 3.4 0.9	9 60.0 8.6 4.2	4 26.7 8.0 1.9	15 7.0
		6 20.0 10.3 2.8	11 36.7 10.5 5.2	13 43.3 26.0 6.1	30 14.1
		22 31.4 37.9 10.3	36 51.4 34.3 16.9	12 17.1 24.0 5.6	70 32.9
		26 30.6 44.8 12.2	42 49.4 40.0 19.7	17 20.0 34.0 8.0	85 39.9
	COLUMN TOTAL	58 27.2	105 49.3	50 23.5	213 100.0

TABLE IV-17 (Continued)
Crosstabulation of Parent Committee Activities to Density Strata

HORIZONTAL: density strata — see sample design;
VERTICAL: parent committee activities (no response, not involved — very involved) — see Project Director Guide, question 47

	COUNT ROW PCT COL PCT TOT PCT	DENSITY Urban 1.	Urban High 2.	Rural Low 3.	ROW TOTAL
9	No Response	1 11.1 1.7 0.5	6 66.7 5.7 2.8	2 22.2 4.0 0.9	9 4.2
	Not Involved	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 4.0 0.9	2 0.9
	↓	3 16.7 5.2 1.4	10 55.6 9.5 4.7	5 27.8 10.0 2.3	18 8.5
	↓	13 23.2 22.4 6.1	25 44.6 23.8 11.7	18 32.1 36.0 8.5	56 26.3
	Very Involved	41 32.0 70.7 19.2	64 50.0 61.0 30.0	23 18.0 46.0 10.8	128 60.1
10		2 20.0 3.4 0.9	6 60.0 5.7 2.8	2 20.0 4.0 0.9	10 4.7
		2 28.6 3.4 0.9	5 71.4 4.8 2.3	0 0.0 0.0 0.0	7 3.3
		5 21.7 8.6 2.3	8 34.8 7.6 3.8	10 43.5 20.0 4.7	23 10.8
		10 22.2 17.2 4.7	24 53.3 22.9 11.3	11 24.4 22.0 5.2	45 21.1
		19 30.2 32.8 8.9	30 47.6 28.6 14.1	14 22.2 28.0 6.6	63 29.6
		20 30.8 34.5 9.4	32 49.2 30.5 15.0	13 20.0 26.0 6.1	65 30.5
11		1 11.1 1.7 0.5	6 66.7 5.7 2.8	2 22.2 4.0 0.9	9 4.2
		3 60.0 5.2 1.4	2 40.0 1.9 0.9	0 0.0 0.0 0.0	5 2.3
		6 24.0 10.3 2.8	13 52.0 12.4 6.1	6 24.0 12.0 2.8	25 11.7
		10 23.8 17.2 4.7	20 47.6 19.0 9.4	12 28.6 24.0 5.6	42 19.7
		17 26.6 29.3 8.0	29 45.3 27.6 13.6	18 28.1 36.0 8.5	64 30.0
		21 30.9 36.2 9.9	35 51.5 33.3 16.4	12 17.6 24.0 5.6	68 31.9
	COLUMN TOTAL	58 27.2	105 49.3	50 23.5	213 100.0

	COUNT ROW PCT COL PCT TOT PCT	DENSITY Urban 1.	Urban High 2.	Rural Low 3.	ROW TOTAL
12		1 11.1 1.7 0.5	6 66.7 5.7 2.8	2 22.2 4.0 0.9	9 4.2
		2 40.0 3.4 0.9	0 0.0 0.0 0.0	3 60.0 6.0 1.4	5 2.3
		2 7.1 3.4 0.9	19 67.9 18.1 8.9	7 25.0 14.0 3.3	28 13.1
		19 28.8 32.8 8.9	30 45.5 28.6 14.1	17 25.8 34.0 8.0	66 31.0
		34 32.4 58.6 16.0	50 47.6 47.6 23.5	21 20.0 42.0 9.9	105 49.3
13		1 11.1 1.7 0.5	6 66.7 5.7 2.8	2 22.2 4.0 0.9	9 4.2
		1 25.0 1.7 0.5	3 75.0 2.9 1.4	0 0.0 0.0 0.0	4 1.9
		8 33.3 13.8 3.8	10 41.7 9.5 4.7	6 25.0 12.0 2.8	24 11.3
		11 25.0 19.0 5.2	20 45.5 19.0 9.4	13 29.5 26.0 6.1	44 20.7
		15 25.0 25.9 7.0	29 48.3 27.6 13.6	16 26.7 32.0 7.5	60 28.2
		22 30.6 37.9 10.3	37 51.4 35.2 17.4	13 18.1 26.0 6.1	72 33.8
	COLUMN TOTAL	58 27.2	105 49.3	50 23.5	213 100.0

TABLE IV-18
Crosstabulation of Parent Committee Activities to Grant Size

HORIZONTAL: grant size — see sample design;
VERTICAL: parent committee activities (no response, not involved — very involved) — see Project Director Guide, question 47

Activities	COUNT ROW PCT COL PCT TOT PCT	GRANT Under $10,000 1.	$10,000–$50,000 2.	Over $50,000 3.	ROW TOTAL
1	No Response	3 25.0 7.9 1.4	1 8.3 1.4 0.5	8 66.7 7.8 3.8	12 5.6
	Not Involved	4 40.0 10.5 1.9	1 10.0 1.4 0.5	5 50.0 4.9 2.3	10 4.7
		4 28.6 10.5 1.9	4 28.6 5.6 1.9	6 42.9 5.8 2.8	14 6.6
		2 8.7 5.3 0.9	12 52.2 16.7 5.6	9 39.1 8.7 4.2	23 10.8
		7 16.3 18.4 3.3	17 39.5 23.6 8.0	19 44.2 18.4 8.9	43 20.2
	Very Involved	18 16.2 47.4 8.5	37 33.3 51.4 17.4	56 50.5 54.4 26.3	111 52.1
2		3 21.4 7.9 1.4	3 21.4 4.2 1.4	8 57.1 7.8 3.8	14 6.6
		3 11.5 7.9 1.4	10 38.5 13.9 4.7	13 50.0 12.6 6.1	26 12.2
		5 17.2 13.2 2.3	13 44.8 18.1 6.1	11 37.9 10.7 5.2	29 13.6
		4 14.3 10.5 1.9	8 28.6 11.1 3.8	16 57.1 15.5 7.5	28 13.1
		7 14.6 18.4 3.3	16 33.3 22.2 7.5	25 52.1 24.3 11.7	48 22.5
		16 23.5 42.1 7.5	22 32.4 30.6 10.3	30 44.1 29.1 14.1	68 31.9
3		2 22.2 5.3 0.9	1 11.1 1.4 0.5	6 66.7 5.8 2.8	9 4.2
		2 25.0 5.3 0.9	5 62.5 6.9 2.3	1 12.5 1.0 0.5	8 3.8
		6 19.4 15.8 2.8	13 41.9 18.1 6.1	12 38.7 11.7 5.6	31 14.6
		10 15.2 26.3 4.7	23 34.8 31.9 10.8	33 50.0 32.0 15.5	66 31.0
		18 18.2 47.4 8.5	30 30.3 41.7 14.1	51 51.5 49.5 23.9	99 46.5
4		2 13.3 5.3 0.9	5 33.3 6.9 2.3	8 53.3 7.8 3.8	15 7.0
		4 11.1 10.5 1.9	12 33.3 16.7 5.6	20 55.6 19.4 9.4	36 16.9
		8 14.8 21.1 3.8	20 37.0 27.8 9.4	26 48.1 25.2 12.2	54 25.4
		13 22.4 34.2 6.1	13 22.4 18.1 6.1	32 55.2 31.1 15.0	58 27.2
		3 10.3 7.9 1.4	13 44.8 18.1 6.1	13 44.8 12.6 6.1	29 13.6
		8 38.1 21.1 3.8	9 42.9 12.5 4.2	4 19.0 3.9 1.9	21 9.9
	COLUMN TOTAL	38 17.8	72 33.8	103 48.4	213 100.0

Activities	COUNT ROW PCT COL PCT TOT PCT	GRANT Under $10,000 1.	$10,000–$50,000 2.	Over $50,000 3.	ROW TOTAL
5		2 12.5 5.3 0.9	4 25.0 5.6 1.9	10 62.5 9.7 4.7	16 7.5
		4 28.6 10.5 1.9	7 50.0 9.7 3.3	3 21.4 2.9 1.4	14 6.6
		7 28.0 18.4 3.3	8 32.0 11.1 3.8	10 40.0 9.7 4.7	25 11.7
		3 7.9 7.9 1.4	13 34.2 18.1 6.1	22 57.9 21.4 10.3	38 17.8
		9 13.6 23.7 4.2	21 31.8 29.2 9.9	36 54.5 35.0 16.9	66 31.0
		13 24.1 34.2 6.1	19 35.2 26.4 8.9	22 40.7 21.4 10.3	54 25.4
6		2 20.0 5.3 0.9	1 10.0 1.4 0.5	7 70.0 6.8 3.3	10 4.7
		4 33.3 10.5 1.9	3 25.0 4.2 1.4	5 41.7 4.9 2.3	12 5.6
		4 20.0 10.5 1.9	9 45.0 12.5 4.2	7 35.0 6.8 3.3	20 9.4
		8 13.8 21.1 3.8	21 36.2 29.2 9.9	29 50.0 28.2 13.6	58 27.2
		10 15.2 26.3 4.7	24 36.4 33.3 11.3	32 48.5 31.1 15.0	66 31.0
		10 21.3 26.3 4.7	14 29.8 19.4 6.6	23 48.9 22.3 10.8	47 22.1
7		2 22.2 5.3 0.9	1 11.1 1.4 0.5	6 66.7 5.8 2.8	9 4.2
		4 57.1 10.5 1.9	2 28.6 2.8 0.9	1 14.3 1.0 0.5	7 3.3
		2 11.1 5.3 0.9	9 50.0 12.5 4.2	7 38.9 6.8 3.3	18 8.5
		12 18.8 31.6 5.6	23 35.9 31.9 10.8	29 45.3 28.2 13.6	64 30.0
		18 15.7 47.4 8.5	37 32.2 51.4 17.4	60 52.2 58.3 28.2	115 54.0
8		2 18.2 5.3 0.9	2 18.2 2.8 0.9	7 63.6 6.8 3.3	11 5.2
		1 50.0 2.6 0.5	0 0.0 0.0 0.0	1 50.0 1.0 0.5	2 0.9
		4 26.7 10.5 1.9	4 26.7 5.6 1.9	7 46.7 6.8 3.3	15 7.0
		10 33.3 26.3 4.7	10 33.3 13.9 4.7	10 33.3 9.7 4.7	30 14.1
		5 7.1 13.2 2.3	24 34.3 33.3 11.3	41 58.6 39.8 19.2	70 32.9
		16 18.8 42.1 7.5	32 37.6 44.4 15.0	37 43.5 35.9 17.4	85 39.9
	COLUMN TOTAL	38 17.8	72 33.8	103 48.4	213 100.0

TABLE IV-18 (Continued)
Crosstabulation of Parent Committee Activities to Grant Size

HORIZONTAL: grant size — see sample design;
VERTICAL: parent committee activities (no response, not involved — very involved) — see Project Director Guide, question 47

	COUNT ROW PCT COL PCT TOT PCT	GRANT Under $10,000 1.	$10,000– $50,000 2.	Over $50,000 3.	ROW TOTAL
9	No Response	2 22.2 5.3 0.9	1 11.1 1.4 0.5	6 66.7 5.8 2.8	9 4.2
	Not Involved	2 100.0 5.3 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 0.9
		3 16.7 7.9 1.4	10 55.6 13.9 4.7	5 27.8 4.9 2.3	18 8.5
		14 25.0 36.8 6.6	20 35.7 27.8 9.4	22 39.3 21.4 10.3	56 26.3
	Very Involved	17 13.3 44.7 8.0	41 32.0 56.9 19.2	70 54.7 68.0 32.9	128 60.1
10		2 20.0 5.3 0.9	2 20.0 2.8 0.9	6 60.0 5.8 2.8	10 4.7
		0 0.0 0.0 0.0	1 14.3 1.4 0.5	6 85.7 5.8 2.8	7 3.3
		7 30.4 18.4 3.3	8 34.8 11.1 3.8	8 34.8 7.8 3.8	23 10.8
		10 22.2 26.3 4.7	15 33.3 20.8 7.0	20 44.4 19.4 9.4	45 21.1
		7 11.1 18.4 3.3	26 41.3 36.1 12.2	30 47.6 29.1 14.1	63 29.6
		12 18.5 31.6 5.6	20 30.8 27.8 9.4	33 50.8 32.0 15.5	65 30.5
11		2 22.2 5.3 0.9	1 11.1 1.4 0.5	6 66.7 5.8 2.8	9 4.2
		1 20.0 2.6 0.5	1 20.0 1.4 0.5	3 60.0 2.9 1.4	5 2.3
		5 20.0 13.2 2.3	5 20.0 6.9 2.3	15 60.0 14.6 7.0	25 11.7
		10 23.8 26.3 4.7	14 33.3 19.4 6.6	18 42.9 17.5 8.5	42 19.7
		9 14.1 23.7 4.2	27 42.2 37.5 12.7	28 43.8 27.2 13.1	64 30.0
		11 16.2 28.9 5.2	24 35.3 33.3 11.3	33 48.5 32.0 15.5	68 31.9
	COLUMN TOTAL	38 17.8	72 33.8	103 48.4	213 100.0

	COUNT ROW PCT COL PCT TOT PCT	GRANT Under $10,000 1.	$10,000– $50,000 2.	Over $50,000 3.	ROW TOTAL
12		2 22.2 5.3 0.9	1 11.1 1.4 0.5	6 66.7 5.8 2.8	9 4.2
		3 60.0 7.9 1.4	1 20.0 1.4 0.5	1 20.0 1.0 0.5	5 2.3
		6 21.4 15.8 2.8	12 42.9 16.7 5.6	10 35.7 9.7 4.7	28 13.1
		12 18.2 31.6 5.6	20 30.3 27.8 9.4	34 51.5 33.0 16.0	66 31.0
		15 14.3 39.5 7.0	38 36.2 52.8 17.8	52 49.5 50.5 24.4	105 49.3
13		2 22.2 5.3 0.9	1 11.1 1.4 0.5	6 66.7 5.8 2.8	9 4.2
		0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 100.0 3.9 1.9	4 1.9
		7 29.2 18.4 3.3	6 25.0 8.3 2.8	11 45.8 10.7 5.2	24 11.3
		8 18.2 21.1 3.8	13 29.5 18.1 6.1	23 52.3 22.3 10.8	44 20.7
		9 15.0 23.7 4.2	25 41.7 34.7 11.7	26 43.3 25.2 12.2	60 28.2
		12 16.7 31.6 5.6	27 37.5 37.5 12.7	33 45.8 32.0 15.5	72 33.8
	COLUMN TOTAL	38 17.8	72 33.8	103 48.4	213 100.0

TABLE IV-19
Crosstabulation of Project Objectives to LEA Size Within Density Strata

HORIZONTAL: project objectives – see Project Director Guide, P. 17;
VERTICAL: density strata – see sample design; LEA size (1–300, 301–5000, 5001–20,000, 20,001–50,000, above 50,000) – see LEA Package, P. 2

COUNT ROW PCT COL PCT TOT PCT	OBJECTIVES 1	2	3	4	5	6	7	8	9	10	11	12	13
URBAN 0.	7 53.8 20.6 12.1	7 53.8 22.6 12.1	1 7.7 33.3 1.7	1 7.7 16.7 1.7	2 15.4 15.4 3.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 7.7 16.7 1.7	0 0.0 0.0 0.0	1 7.7 25.0 1.7	0 0.0 0.0 0.0	9 69.2 21.4 15.5	5 38.5 35.7 8.6
301 TO 5000 2.	1 33.3 2.9 1.7	1 33.3 3.2 1.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 33.3 2.4 1.7	0 0.0 0.0 0.0
5001 TO 20000 3.	5 45.5 14.7 8.6	4 36.4 12.9 6.9	0 0.0 0.0 0.0	1 9.1 16.7 1.7	6 54.5 46.2 10.3	1 9.1 50.0 1.7	1 9.1 100.0 1.7	1 9.1 16.7 1.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	10 90.9 23.8 17.2	0 0.0 0.0 0.0
20001 TO 50000 4.	10 58.8 29.4 17.2	8 47.1 25.8 13.8	2 11.8 66.7 3.4	2 11.8 33.3 3.4	3 17.6 23.1 5.2	1 5.9 50.0 1.7	0 0.0 0.0 0.0	3 17.6 50.0 5.2	1 5.9 50.0 1.7	0 0.0 0.0 0.0	2 11.8 50.0 3.4	11 64.7 26.2 19.0	4 23.5 28.6 6.9
ABOVE 50000 5.	11 78.6 32.4 19.0	11 78.6 35.5 19.0	0 0.0 0.0 0.0	2 14.3 33.3 3.4	2 14.3 15.4 3.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 7.1 16.7 1.7	1 7.1 50.0 1.7	3 21.4 75.0 5.2	2 14.3 50.0 3.4	11 78.6 26.2 19.0	5 35.7 35.7 8.6
COLUMN TOTAL	34 58.6	31 53.4	3 5.2	6 10.3	13 22.4	2 3.4	1 1.7	6 10.3	2 3.4	4 6.9	4 6.9	42 72.4	14 24.1
RURAL-HIGH 0.	4 50.0 6.2 3.8	3 37.5 6.0 2.9	0 0.0 0.0 0.0	1 12.5 4.8 1.0	0 0.0 0.0 0.0	2 25.0 10.5 1.9	0 0.0 0.0 0.0	2 25.0 11.1 1.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 12.5 11.1 1.0	4 50.0 6.6 3.8	3 37.5 8.1 2.9
1 TO 300 1.	3 60.0 4.6 2.9	2 40.0 4.0 1.9	0 0.0 0.0 0.0	1 20.0 4.8 1.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 40.0 3.3 1.9	0 0.0 0.0 0.0
301 TO 5000 2.	51 61.4 78.5 48.6	38 45.8 76.0 36.2	15 18.1 88.2 14.3	16 19.3 76.2 15.2	22 26.5 91.7 21.0	15 18.1 78.9 14.3	7 8.4 77.8 6.7	13 15.7 72.2 12.4	11 13.3 78.6 10.5	11 13.3 84.6 10.5	7 8.4 77.8 6.7	48 57.8 78.7 45.7	30 36.1 81.1 28.6
5001 TO 20000 3.	7 77.8 10.8 6.7	7 77.8 14.0 6.7	2 22.2 11.8 1.9	3 33.3 14.3 2.9	2 22.2 8.3 1.9	2 22.2 10.5 1.9	2 22.2 22.2 1.9	3 33.3 16.7 2.9	3 33.3 21.4 2.9	2 22.2 15.4 1.9	1 11.1 11.1 1.0	7 77.8 11.5 6.7	4 44.4 10.8 3.8
COLUMN TOTAL	65 61.9	50 47.6	17 16.2	21 20.0	24 22.9	19 18.1	9 8.6	18 17.1	14 13.3	13 12.4	9 8.6	61 58.1	37 35.2
RURAL-LOW 0.	1 33.3 4.0 2.0	1 33.3 5.9 2.0	0 0.0 0.0 0.0	0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 33.3 3.4 2.0	0 0.0 0.0 0.0
1 TO 300 1.	1 100.0 4.0 2.0	1 100.0 5.9 2.0	0 0.0 0.0 0.0	0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 3.4 2.0	1 100.0 8.3 2.0
301 TO 5000 2.	13 48.1 52.0 26.0	5 18.5 29.4 10.0	1 3.7 33.3 2.0	0	1 3.7 20.0 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 7.4 100.0 4.0	14 51.9 48.3 28.0	3 11.1 25.0 6.0
5001 TO 20000 3.	9 52.9 36.0 18.0	9 52.9 52.9 18.0	2 11.8 66.7 4.0	0	3 17.6 60.0 6.0	2 11.8 100.0 4.0	2 11.8 100.0 4.0	2 11.8 66.7 4.0	2 11.8 66.7 4.0	3 17.6 100.0 6.0	0 0.0 0.0 0.0	12 70.6 41.4 24.0	7 41.2 58.3 14.0
20001 TO 50000 4.	1 100.0 4.0 2.0	1 100.0 5.9 2.0	0 0.0 0.0 0.0	0	1 100.0 20.0 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 33.3 2.0	1 100.0 33.3 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 3.4 2.0	1 100.0 8.3 2.0
COLUMN TOTAL	25 50.0	17 34.0	3 6.0	0	5 10.0	2 4.0	2 4.0	3 6.0	3 6.0	3 6.0	2 4.0	29 58.0	12 24.0

TABLE IV-19 (Continued)

Crosstabulation of Project Objectives to LEA Size Within Density Strata

HORIZONTAL: project objectives – see Project Director Guide, P. 17;
VERTICAL: density strata – see sample design; LEA size (1–300, 301–5000, 5001–20,000, 20,001–50,000, above 50,000) – see LEA Package, P. 2

COUNT ROW PCT COL PCT TOT PCT		OBJECTIVES 14	15	16	17	18	19	20	21	22	23	24	25	ROW TOTAL
URBAN	0.	3 23.1 30.0 5.2	7 53.8 17.1 12.1	7 53.8 26.9 12.1	7 53.8 22.6 12.1	6 46.2 25.0 10.3	7 53.8 25.0 12.1	5 38.5 20.8 8.6	6 46.2 26.1 10.3	2 15.4 22.2 3.4	4 30.8 21.1 6.9	4 30.8 36.4 6.9	2 15.4 15.4 3.4	13 22.4
301 TO 5000	2.	0 0.0 0.0 0.0	3 100.0 7.3 5.2	1 33.3 3.8 1.7	1 33.3 3.2 1.7	1 33.3 4.2 1.7	2 66.7 7.1 3.4	1 33.3 4.2 1.7	1 33.3 4.3 1.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 5.2
5001 TO 20000	3.	2 18.2 20.0 3.4	9 81.8 22.0 15.5	3 27.3 11.5 5.2	6 54.5 19.4 10.3	5 45.5 20.8 8.6	5 45.5 17.9 8.6	5 45.5 20.8 8.6	4 36.4 17.4 6.9	1 9.1 11.1 1.7	1 9.1 5.3 1.7	2 18.2 18.2 3.4	1 9.1 7.7 1.7	11 19.0
20001 TO 50000	4.	5 29.4 50.0 8.6	11 64.7 26.8 19.0	6 35.3 23.1 10.3	7 41.2 22.6 12.1	3 17.6 12.5 5.2	5 29.4 17.9 8.6	5 29.4 20.8 8.6	4 23.5 17.4 6.9	4 23.5 44.4 6.9	6 35.3 31.6 10.3	3 17.6 27.3 5.2	3 17.6 23.1 5.2	17 29.3
ABOVE 50000	5.	0 0.0 0.0 0.0	11 78.6 26.8 19.0	9 64.3 34.6 15.5	10 71.4 32.3 17.2	9 64.3 37.5 15.5	9 64.3 32.1 15.5	8 57.1 33.3 13.8	8 57.1 34.8 13.8	2 14.3 22.2 3.4	8 57.1 42.1 13.8	2 14.3 18.2 3.4	7 50.0 53.8 12.1	14 24.1
COLUMN TOTAL		10 17.2	41 70.7	26 44.8	31 53.4	24 41.4	28 48.3	24 41.4	23 39.7	9 15.5	19 32.8	11 19.0	13 22.4	58 100.0
RURAL-HIGH	0.	0 0.0 0.0 0.0	5 62.5 8.2 4.8	4 50.0 7.1 3.8	3 37.5 4.8 2.9	3 37.5 5.2 2.9	3 37.5 5.0 2.9	3 37.5 5.4 2.9	3 37.5 5.9 2.9	0 0.0 0.0 0.0	3 37.5 15.8 2.9	2 25.0 9.1 1.9	1 12.5 7.7 1.0	8 7.6
1 TO 300	1.	0 0.0 0.0 0.0	1 20.0 1.6 1.0	1 20.0 1.8 1.0	1 20.0 1.6 1.0	1 20.0 1.7 1.0	1 20.0 1.7 1.0	1 20.0 1.8 1.0	1 20.0 2.0 1.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 20.0 4.5 1.0	0 0.0 0.0 0.0	5 4.8
301 TO 5000	2.	13 15.7 92.9 12.4	48 57.8 78.7 45.7	44 53.0 78.6 41.9	52 62.7 83.9 49.5	47 56.6 81.0 44.8	49 59.0 81.7 46.7	47 56.6 83.9 44.8	42 50.6 82.4 40.0	12 14.5 85.7 11.4	10 12.0 52.6 9.5	15 18.1 68.2 14.3	11 13.3 84.6 10.5	83 79.0
5001 TO 20000	3.	1 11.1 7.1 1.0	7 77.8 11.5 6.7	7 77.8 12.5 6.7	6 66.7 9.7 5.7	7 77.8 12.1 6.7	7 77.8 11.7 6.7	5 55.6 8.9 4.8	5 55.6 9.8 4.8	2 22.2 14.3 1.9	6 66.7 31.6 5.7	4 44.4 18.2 3.8	1 11.1 7.7 1.0	9 8.6
COLUMN TOTAL		14 13.3	61 58.1	56 53.3	62 59.0	58 55.2	60 57.1	56 53.3	51 48.6	14 13.3	19 18.1	22 21.0	13 12.4	105 100.0
RURAL-LOW	0.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 33.3 5.0 2.0	1 33.3 4.2 2.0	1 33.3 5.6 2.0	1 33.3 4.8 2.0	1 33.3 5.6 2.0	1 33.3 7.7 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 6.0
1 TO 300	1.	0 0.0 0.0 0.0	1 100.0 5.6 2.0	1 100.0 5.0 2.0	1 100.0 4.2 2.0	1 100.0 5.6 2.0	1 100.0 4.8 2.0	1 100.0 5.6 2.0	1 100.0 7.7 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.0
301 TO 5000	2.	3 10.7 75.0 6.0	8 28.6 44.4 16.0	10 35.7 50.0 20.0	9 32.1 37.5 18.0	5 17.9 27.8 10.0	7 25.0 33.3 14.0	5 17.9 27.8 10.0	4 14.3 30.8 8.0	4 14.3 57.1 8.0	4 14.3 57.1 8.0	1 3.6 20.0 2.0	1 3.6 20.0 2.0	28 56.0
5001 TO 20000	3.	1 5.9 25.0 2.0	8 47.1 44.4 16.0	7 41.2 35.0 14.0	12 70.6 50.0 24.0	10 58.8 55.6 20.0	11 64.7 52.4 22.0	10 58.8 55.6 20.0	7 41.2 53.8 14.0	2 11.8 28.6 4.0	2 11.8 28.6 4.0	4 23.5 80.0 8.0	3 17.6 60.0 6.0	17 34.0
20001 TO 50000	4.	0 0.0 0.0 0.0	1 100.0 5.6 2.0	1 100.0 5.0 2.0	1 100.0 4.2 2.0	1 100.0 5.6 2.0	1 100.0 4.8 2.0	1 100.0 5.6 2.0	0 0.0 0.0 0.0	1 100.0 14.3 2.0	1 100.0 14.3 2.0	0 0.0 0.0 0.0	1 100.0 20.0 2.0	1 2.0
COLUMN TOTAL		4 8.0	18 36.0	20 40.0	24 48.0	18 36.0	21 42.0	18 36.0	13 26.0	7 14.0	7 14.0	5 10.0	5 10.0	50 100.0

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TABLE IV-20

Crosstabulation of LEA's by Size of LEA's, Within Density Strata, Which Reported Various Numbers of Staff to be Involved in Various Activities

HORIZONTAL: LEA's which have reported various staff (1, 2, 3, or 4) involved in various activities — see Project Staff Questionnaire, question 9;

VERTICAL: density strata — see sample design by LEA size

NUMBER OF STAFF INVOLVED IN:

	COUNT ROW PCT COL PCT TOT PCT	STAFF901 READING					ROW TOTAL	STAFF902 MATHEMATICS					ROW TOTAL
		0.	1.	2.	3.	4.		0.	1.	2.	3.	4.	
URBAN	0.	4 30.8 25.0 6.9	1 7.7 7.7 1.7	7 53.8 43.8 12.1	1 7.7 11.1 1.7	0 0.0 0.0 0.0	13 22.4	4 30.8 22.2 6.9	1 7.7 6.7 1.7	7 53.8 46.7 12.1	1 7.7 12.5 1.7	0 0.0 0.0 0.0	13 22.4
301 TO 5000	2.	2 66.7 12.5 3.4	0 0.0 0.0 0.0	1 33.3 6.3 1.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 5.2	2 66.7 11.1 3.4	0 0.0 0.0 0.0	1 33.3 6.7 1.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 5.2
5001 TO 20000	3.	4 36.4 25.0 6.9	3 27.3 23.1 5.2	1 9.1 6.3 1.7	2 18.2 22.2 3.4	1 9.1 25.0 1.7	11 19.0	3 27.3 16.7 5.2	4 36.4 26.7 6.9	1 9.1 6.7 1.7	2 18.2 25.0 3.4	1 9.1 50.0 1.7	11 19.0
20001 TO 50000	4.	3 17.6 18.8 5.2	5 29.4 38.5 8.6	2 11.8 12.5 3.4	5 29.4 55.6 8.6	2 11.8 50.0 3.4	17 29.3	5 29.4 27.8 8.6	6 35.3 40.0 10.3	2 11.8 13.3 3.4	3 17.6 37.5 5.2	1 5.9 50.0 1.7	17 29.3
ABOVE 50000	5.	3 21.4 18.8 5.2	4 28.6 30.8 6.9	5 35.7 31.3 8.6	1 7.1 11.1 1.7	1 7.1 25.0 1.7	14 24.1	4 28.6 22.2 6.9	4 28.6 26.7 6.9	4 28.6 26.7 6.9	2 14.3 25.0 3.4	0 0.0 0.0 0.0	14 24.1
	COLUMN TOTAL	16 27.6	13 22.4	16 27.6	9 15.5	4 6.9	58 100.0	18 31.0	15 25.9	15 25.9	8 13.8	2 3.4	58 100.0
RURAL - HIGH	0.	4 50.0 11.8 3.8	1 12.5 2.6 1.0	2 25.0 12.5 1.9	1 12.5 8.3 1.0	0 0.0 0.0 0.0	8 7.6	5 62.5 10.0 4.8	3 37.5 8.3 2.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	8 7.6
1 TO 300	1.	1 20.0 2.9 1.0	4 80.0 10.5 3.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 4.8	4 80.0 8.0 3.8	1 20.0 2.8 1.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 4.8
301 TO 5000	2.	25 30.1 73.5 23.8	30 36.1 78.9 28.6	14 16.9 87.5 13.3	10 12.0 83.3 9.5	4 4.8 80.0 3.8	83 79.0	35 42.2 70.0 33.3	30 36.1 83.3 28.6	6 7.2 100.0 5.7	10 12.0 100.0 9.5	2 2.4 66.7 1.9	83 79.0
5001 TO 20000	3.	4 44.4 11.8 3.8	3 33.3 7.9 2.9	0 0.0 0.0 0.0	1 11.1 8.3 1.0	1 11.1 20.0 1.0	9 8.6	6 66.7 12.0 5.7	2 22.2 5.6 1.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 11.1 33.3 1.0	9 8.6
	COLUMN TOTAL	34 32.4	38 36.2	16 15.2	12 11.4	5 4.8	105 100.0	50 47.6	36 34.3	6 5.7	10 9.5	3 2.9	105 100.0
RURAL - LOW	0.	3 100.0 11.5 6.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 6.0	2 66.7 7.1 4.0	1 33.3 7.7 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 6.0
1 TO 300	1.	0 0.0 0.0 0.0	1 100.0 8.3 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.0	0 0.0 0.0 0.0	1 100.0 7.7 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.0
301 TO 5000	2.	16 57.1 61.5 32.0	7 25.0 58.3 14.0	4 14.3 44.4 8.0	1 3.6 100.0 2.0	0 0.0 0.0 0.0	28 56.0	19 67.9 67.9 38.0	6 21.4 46.2 12.0	2 7.1 28.6 4.0	1 3.6 100.0 2.0	0 0.0 0.0 0.0	28 56.0
5001 TO 20000	3.	7 41.2 26.9 14.0	4 23.5 33.3 8.0	4 23.5 44.4 8.0	0 0.0 0.0 0.0	2 11.8 100.0 4.0	17 34.0	7 41.2 25.0 14.0	5 29.4 38.5 10.0	4 23.5 57.1 8.0	0 0.0 0.0 0.0	1 5.9 100.0 2.0	17 34.0
20001 TO 50000	4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 11.1 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 14.3 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.0
	COLUMN TOTAL	26 52.0	12 24.0	9 18.0	1 2.0	2 4.0	50 100.0	28 56.0	13 26.0	7 14.0	1 2.0	1 2.0	50 100.0

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TABLE IV-20 (Continued)

Crosstabulation of LEA's by Size of LEA's, Within Density Strata, Which Reported Various Numbers of Staff to be Involved in Various Activities

HORIZONTAL: LEA's which have reported various staff (1, 2, 3, or 4) involved in various activities – see Project Staff Questionnaire, question 9;
VERTICAL: density strata – see sample design by LEA size

STAFF916 — **ATTENDANCE**

COUNT ROW PCT COL PCT TOT PCT	0.	1.	2.	3.	4.	ROW TOTAL
URBAN 0.	5 38.5 26.3 8.6	0 0.0 0.0 0.0	3 23.1 23.1 5.2	3 23.1 25.0 5.2	2 15.4 50.0 3.4	13 22.4
301 TO 5000 2.	2 66.7 10.5 3.4	0 0.0 0.0 0.0	1 33.3 7.7 1.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 5.2
5001 TO 20000 3.	3 27.3 15.8 5.2	4 36.4 40.0 6.9	2 18.2 15.4 3.4	2 18.2 16.7 3.4	0 0.0 0.0 0.0	11 19.0
20001 TO 50000 4.	4 23.5 21.1 6.9	5 29.4 50.0 8.6	3 17.6 23.1 5.2	4 23.5 33.3 6.9	1 5.9 25.0 1.7	17 29.3
ABOVE 50000 5.	5 35.7 26.3 8.6	1 7.1 10.0 1.7	4 28.6 30.8 6.9	3 21.4 25.0 5.2	1 7.1 25.0 1.7	14 24.1
COLUMN TOTAL	19 32.8	10 17.2	13 22.4	12 20.7	4 6.9	58 100.0
RURAL - HIGH 0.	4 50.0 10.5 3.8	3 37.5 7.5 2.9	1 12.5 9.1 1.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	8 7.6
1 TO 300 1.	4 80.0 10.5 3.8	1 20.0 2.5 1.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 4.8
301 TO 5000 2.	27 32.5 71.1 25.7	33 39.8 82.5 31.4	8 9.6 72.7 7.6	14 16.9 93.3 13.3	1 1.2 100.0 1.0	83 79.0
5001 TO 20000 3.	3 33.3 7.9 2.9	3 33.3 7.5 2.9	2 22.2 18.2 1.9	1 11.1 6.7 1.0	0 0.0 0.0 0.0	9 8.6
COLUMN TOTAL	38 36.2	40 38.1	11 10.5	15 14.3	1 1.0	105 100.0
RURAL - LOW 0.	2 66.7 7.1 4.0	1 33.3 10.0 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0		3 6.0
1 TO 300 1.	0 0.0 0.0 0.0	1 100.0 10.0 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0		1 2.0
301 TO 5000 2.	20 71.4 71.4 40.0	3 10.7 30.0 6.0	5 17.9 45.5 10.0	0 0.0 0.0 0.0		28 56.0
5001 TO 20000 3.	6 35.3 21.4 12.0	5 29.4 50.0 10.0	5 29.4 45.5 10.0	1 5.9 100.0 2.0		17 34.0
20001 TO 50000 4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 9.1 2.0	0 0.0 0.0 0.0		1 2.0
COLUMN TOTAL	28 56.0	10 20.0	11 22.0	1 2.0		50 100.0

STAFF917 — **SELF-CONCEPT**

COUNT ROW PCT COL PCT TOT PCT	0.	1.	2.	3.	4.	ROW TOTAL
URBAN 0.	4 30.8 33.3 6.9	1 7.7 14.3 1.7	1 7.7 9.1 1.7	6 46.2 24.0 10.3	1 7.7 33.3 1.7	13 22.4
301 TO 5000 2.	2 66.7 16.7 3.4	0 0.0 0.0 0.0	1 33.3 9.1 1.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 3.2
5001 TO 20000 3.	1 9.1 8.3 1.7	4 36.4 57.1 6.9	1 9.1 9.1 1.7	4 36.4 16.0 6.9	1 9.1 33.3 1.7	11 19.0
20001 TO 50000 4.	1 5.9 8.3 1.7	2 11.8 28.6 3.4	5 29.4 45.5 8.6	9 52.9 36.0 15.5	0 0.0 0.0 0.0	17 29.3
ABOVE 50000 5.	4 28.6 33.3 6.9	0 0.0 0.0 0.0	3 21.4 27.3 5.2	6 42.9 24.0 10.3	1 7.1 33.3 1.7	14 24.1
COLUMN TOTAL	12 20.7	7 12.1	11 19.0	25 43.1	3 5.2	58 100.0
RURAL - HIGH 0.	3 37.5 12.5 2.9	4 50.0 12.5 3.8	1 12.5 4.5 1.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	8 7.6
1 TO 300 1.	5 100.0 20.8 4.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 4.8
301 TO 5000 2.	15 18.1 62.5 14.3	25 30.1 78.1 23.8	18 21.7 81.8 17.1	22 26.5 95.7 21.0	3 3.6 75.0 2.9	83 79.0
5001 TO 20000 3.	1 11.1 4.2 1.0	3 33.3 9.4 2.9	3 33.3 13.6 2.9	1 11.1 4.3 1.0	1 11.1 25.0 1.0	9 8.6
COLUMN TOTAL	24 22.9	32 30.5	22 21.0	23 21.9	4 3.8	105 100.0
RURAL - LOW 0.	3 100.0 11.5 6.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 6.0
1 TO 300 1.	1 100.0 3.8 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.0
301 TO 5000 2.	18 64.3 69.2 36.0	6 21.4 60.0 12.0	3 10.7 37.5 6.0	1 3.6 50.0 2.0	0 0.0 0.0 0.0	28 56.0
5001 TO 20000 3.	4 23.5 15.4 8.0	4 23.5 40.0 8.0	5 29.4 62.5 10.0	1 5.9 50.0 2.0	3 17.6 75.0 6.0	17 34.0
20001 TO 50000 4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 25.0 2.0	1 2.0
COLUMN TOTAL	26 52.0	10 20.0	8 16.0	2 4.0	4 8.0	50 100.0

TABLE IV-20 (Continued)

Crosstabulation of LEA's by Size of LEA's, Within Density Strata, Which Reported Various Numbers of Staff to be Involved in Various Activities

HORIZONTAL: LEA's which have reported various staff (1, 2, 3, or 4) involved in various activities – see Project Staff Questionnaire, question 9;

VERTICAL: density strata – see sample design by LEA size

STAFFY1

RESPONSIBILITY AND SELF DIRECTION

COUNT ROW PCT COL PCT TOT PCT	0.	1.	2.	3.	4.	ROW TOTAL
URBAN 0.	4 30.8 28.6 6.9	1 7.7 10.0 1.7	3 23.1 18.8 5.2	4 30.8 23.5 6.9	1 7.7 100.0 1.7	13 22.4
501 TO 5000 2.	2 66.7 14.3 3.4	0 0.0 0.0 0.0	1 33.3 6.3 1.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 5.2
5001 TO 20000 3.	2 18.2 14.3 3.4	4 36.4 40.0 6.9	1 9.1 6.3 1.7	4 36.4 23.5 6.9	0 0.0 0.0 0.0	11 19.0
20001 TO 50000 4.	2 11.8 14.3 3.4	3 17.6 30.0 5.2	7 41.2 43.8 12.1	5 29.4 29.4 8.6	0 0.0 0.0 0.0	17 29.3
ABOVE 50000 5.	4 28.6 28.6 6.9	2 14.3 20.0 3.4	4 28.6 25.0 6.9	4 28.6 23.5 6.9	0 0.0 0.0 0.0	14 24.1
COLUMN TOTAL	14 24.1	10 17.2	16 27.6	17 29.3	1 1.7	58 100.0
RURAL – HIGH 0.	5 62.5 16.1 4.8	3 37.5 8.8 2.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	8 7.6
1 TO 300 1.	5 100.0 16.1 4.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 4.8
301 TO 5000 2.	19 22.9 61.3 18.1	28 33.7 82.4 26.7	14 16.9 87.5 13.3	19 22.9 95.0 18.1	3 3.6 75.0 2.9	83 79.0
5001 TO 20000 3.	2 22.2 6.5 1.9	3 33.3 8.8 2.9	2 22.2 12.5 1.9	1 11.1 5.0 1.0	1 11.1 25.0 1.0	9 8.6
COLUMN TOTAL	31 29.5	34 32.4	16 15.2	20 19.0	4 3.8	105 100.0
RURAL – LOW 0.	2 66.7 7.1 4.0	1 33.3 10.0 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0		6.0
1 TO 300 1.	0 0.0 0.0 0.0	1 100.0 10.0 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0		1 2.0
301 TO 5000 2.	20 71.4 71.4 40.0	5 17.9 50.0 10.0	2 7.1 28.6 4.0	1 3.6 20.0 2.0		28 56.0
5001 TO 20000 3.	6 35.3 21.4 12.0	3 17.6 30.0 6.0	4 23.5 57.1 8.0	4 23.5 80.0 8.0		17 34.0
20001 TO 50000 4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 14.3 2.0	0 0.0 0.0 0.0		1 2.0
COLUMN TOTAL	28 56.0	10 20.0	7 14.0	5 10.0		50 100.0

STAFF919

ATTITUDES TOWARD SCHOOL

COUNT ROW PCT COL PCT TOT PCT	0.	1.	2.	3.	4.	ROW TOTAL
URBAN 0.	4 30.8 30.8 6.9	1 7.7 12.5 1.7	2 15.4 18.2 3.4	5 38.5 21.7 8.6	1 7.7 33.3 1.7	13 22.4
501 TO 5000 2.	2 66.7 15.4 3.4	0 0.0 0.0 0.0	1 33.3 9.1 1.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 5.2
5001 TO 20000 3.	2 18.2 15.4 3.4	3 27.3 37.5 5.2	0 0.0 0.0 0.0	6 54.5 26.1 10.3	0 0.0 0.0 0.0	11 19.0
20001 TO 50000 4.	1 5.9 7.7 1.7	3 17.6 37.5 5.2	5 29.4 45.5 8.6	7 41.2 30.4 12.1	1 5.9 33.3 1.7	17 29.3
ABOVE 50000 5.	4 28.6 30.8 6.9	1 7.1 12.5 1.7	3 21.4 27.3 5.2	5 35.7 21.7 8.6	1 7.1 33.3 1.7	14 24.1
COLUMN TOTAL	13 22.4	8 13.8	11 19.0	23 39.7	3 5.2	58 100.0
RURAL – HIGH 0.	2 25.0 8.3 1.9	6 75.0 16.7 5.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	8 7.6
1 TO 300 1.	4 80.0 16.7 3.8	1 20.0 2.8 1.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 4.8
301 TO 5000 2.	16 19.3 66.7 15.2	26 31.3 72.2 24.8	19 22.9 90.5 18.1	18 21.7 94.7 17.1	4 4.8 80.0 3.8	83 79.0
5001 TO 20000 3.	2 22.2 8.3 1.9	3 33.3 8.3 2.9	2 22.2 9.5 1.9	1 11.1 5.3 1.0	1 11.1 20.0 1.0	9 8.6
COLUMN TOTAL	24 22.9	36 34.3	21 20.0	19 18.1	5 4.8	105 100.0
RURAL – LOW 0.	2 66.7 8.3 4.0	1 33.3 8.3 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 6.0
1 TO 300 1.	0 0.0 0.0 0.0	1 100.0 8.3 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.0
301 TO 5000 2.	18 64.3 72.0 36.0	7 25.0 58.3 14.0	2 7.1 25.0 4.0	1 3.6 33.3 2.0	0 0.0 0.0 0.0	28 56.0
5001 TO 20000 3.	5 29.4 20.0 10.0	3 17.6 25.0 6.0	6 35.3 75.0 12.0	1 5.9 33.3 2.0	2 11.8 100.0 4.0	17 34.0
20001 TO 50000 4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 33.3 2.0	0 0.0 0.0 0.0	1 2.0
COLUMN TOTAL	25 50.0	12 24.0	8 16.0	3 6.0	2 4.0	50 100.0

TABLE IV-20 (Continued)
Crosstabulation of LEA's by Size of LEA's, Within Density Strata, Which Reported Various Numbers of Staff to be Involved in Various Activities

HORIZONTAL: LEA's which have reported various staff (1, 2, 3, or 4) involved in various activities — see Project Staff Questionnaire, question 9;
VERTICAL: density strata — see sample design by LEA size

STAFF912 NATIVE LANGUAGE & CULTURE/HERITAGE

COUNT ROW PCT COL PCT TOT PCT		0.	1.	2.	3.	4.	ROW TOTAL
URBAN	0.	3 23.1 25.0 5.2	1 7.7 9.1 1.7	3 23.1 21.4 5.2	5 38.5 38.5 8.6	1 7.7 12.5 1.7	13 22.4
301 TO 5000	2.	2 66.7 16.7 3.4	1 33.3 9.1 1.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 5.2
5001 TO 20000	3.	0 0.0 0.0 0.0	4 36.4 36.4 6.9	3 27.3 21.4 5.2	4 36.4 30.8 6.9	0 0.0 0.0 0.0	11 19.0
20001 TO 50000	4.	3 17.6 25.0 5.2	3 17.6 27.3 5.2	4 23.5 28.6 6.9	3 17.6 23.1 5.2	4 23.5 50.0 6.9	17 29.3
ABOVE 50000	5.	4 28.6 33.3 6.9	2 14.3 18.2 3.4	4 28.6 28.6 6.9	1 7.1 7.7 1.7	3 21.4 37.5 5.2	14 24.1
COLUMN TOTAL		12 20.7	11 19.0	14 24.1	13 22.4	8 13.8	58 100.0
RURAL - HIGH	0.	3 37.5 8.6 2.9	3 37.5 8.1 2.9	2 25.0 10.0 1.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	8 7.6
1 TO 300	1.	3 60.0 8.6 2.9	2 40.0 5.4 1.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 4.8
301 TO 5000	2.	26 31.3 74.3 24.8	30 36.1 81.1 28.6	15 18.1 75.0 14.3	6 7.2 85.7 5.7	6 7.2 100.0 5.7	83 79.0
5001 TO 20000	3.	3 33.3 8.6 2.9	2 22.2 5.4 1.9	3 33.3 15.0 2.9	1 11.1 14.3 1.0	0 0.0 0.0 0.0	9 8.6
COLUMN TOTAL		35 33.3	37 35.2	20 19.0	7 6.7	6 5.7	105 100.0
RURAL - LOW	0.	3 100.0 10.7 6.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 6.0
1 TO 300	1.	0 0.0 0.0 0.0	1 100.0 7.7 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.0
301 TO 5000	2.	18 64.3 64.3 36.0	7 25.0 53.8 14.0	3 10.7 50.0 6.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	28 56.0
5001 TO 20000	3.	7 41.2 25.0 14.0	5 29.4 38.5 10.0	3 17.6 50.0 6.0	1 5.9 50.0 2.0	1 5.9 100.0 2.0	17 34.0
20001 TO 50000	4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 50.0 2.0	0 0.0 0.0 0.0	1 2.0
COLUMN TOTAL		28 56.0	13 26.0	6 12.0	2 4.0	1 2.0	50 100.0

STAFF915 COUNSELING/GUIDANCE

COUNT ROW PCT COL PCT TOT PCT		0.	1.	2.	3.	4.	ROW TOTAL
URBAN	0.	4 30.8 28.6 6.9	1 7.7 5.9 1.7	3 23.1 23.1 5.2	3 23.1 27.3 5.2	2 15.4 66.7 3.4	13 22.4
301 TO 5000	2.	1 33.3 7.1 1.7	1 33.3 5.9 1.7	1 33.3 7.7 1.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 5.2
5001 TO 20000	3.	1 9.1 7.1 1.7	6 54.5 35.3 10.3	3 27.3 23.1 5.2	1 9.1 9.1 1.7	0 0.0 0.0 0.0	11 19.0
20001 TO 50000	4.	3 17.6 21.4 5.2	7 41.2 41.2 12.1	4 23.5 30.8 6.9	3 17.6 27.3 5.2	0 0.0 0.0 0.0	17 29.3
ABOVE 50000	5.	5 35.7 35.7 8.6	2 14.3 11.8 3.4	2 14.3 15.4 3.4	4 28.6 36.4 6.9	1 7.1 33.3 1.7	14 24.1
COLUMN TOTAL		14 24.1	17 29.3	13 22.4	11 19.0	3 5.2	58 100.0
RURAL - HIGH	0.	4 50.0 9.5 3.8	4 50.0 10.5 3.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	8 7.6
1 TO 300	1.	4 80.0 9.5 3.8	1 20.0 2.6 1.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 4.8
301 TO 5000	2.	30 36.1 71.4 28.6	30 36.1 78.9 28.6	15 18.1 93.8 14.3	5 6.0 83.3 4.8	3 3.6 100.0 2.9	83 79.0
5001 TO 20000	3.	4 44.4 9.5 3.8	3 33.3 7.9 2.9	1 11.1 6.3 1.0	1 11.1 16.7 1.0	0 0.0 0.0 0.0	9 8.6
COLUMN TOTAL		42 40.0	38 36.2	16 15.2	6 5.7	3 2.9	105 100.0
RURAL - LOW	0.	3 100.0 10.3 6.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 6.0
1 TO 300	1.	0 0.0 0.0 0.0	1 100.0 10.0 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.0
301 TO 5000	2.	20 71.4 69.0 40.0	4 14.3 40.0 8.0	3 10.7 33.3 6.0	0 0.0 0.0 0.0	1 3.6 100.0 2.0	28 56.0
5001 TO 20000	3.	6 35.3 20.7 12.0	5 29.4 50.0 10.0	5 29.4 55.6 10.0	1 5.9 100.0 2.0	0 0.0 0.0 0.0	17 34.0
20001 TO 50000	4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 11.1 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.0
COLUMN TOTAL		29 58.0	10 20.0	9 18.0	1 2.0	1 2.0	50 100.0

TABLE IV-21
Crosstabulation of Project Objectives with Per Pupil Expenditure

HORIZONTAL: project objectives – see Project Director Guide, P. 17;
VERTICAL: per pupil expenditure ($1–500, 500–1000, 1000–1500, 1500–2000, above 2000) – see LEA Package, P. 2, 9

PPEXP	COUNT ROW PCT COL PCT TOT PCT	OBJECTIVES: 1	2	3	4	5	6	7	8	9	10	11	12	13
	0.	15 46.9 12.1 7.0	13 40.6 13.3 6.1	1 3.1 4.3 0.5	2 6.3 7.4 0.9	2 6.3 4.8 0.9	3 9.4 13.0 1.4	1 3.1 8.3 0.5	4 12.5 14.8 1.9	0 0.0 0.0 0.0	1 3.1 5.0 0.5	1 3.1 5.9 0.5	17 53.1 12.9 8.0	9 28.1 14.3 4.2
1 TO 500	1.	2 100.0 1.6 0.9	2 100.0 2.0 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 2.4 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 5.9 0.5	2 100.0 1.5 0.9	1 50.0 1.6 0.5
500 TO 1000	2.	6 54.5 4.8 2.8	3 27.3 3.1 1.4	0 0.0 0.0 0.0	2 18.2 7.4 0.9	2 18.2 4.8 0.9	4 36.4 17.4 1.9	1 9.1 8.3 0.5	3 27.3 11.1 1.4	1 9.1 5.3 0.5	2 18.2 10.0 0.9	2 18.2 11.8 0.9	5 45.5 3.8 2.3	3 27.3 4.8 1.4
1000 TO 1500	3.	23 50.0 18.5 10.8	17 37.0 17.3 8.0	4 8.7 17.4 1.9	7 15.2 25.9 3.3	16 34.8 38.1 7.5	5 10.9 21.7 2.3	3 6.5 25.0 1.4	7 15.2 25.9 3.3	5 10.9 26.3 2.3	3 6.5 15.0 1.4	4 8.7 23.5 1.9	24 52.2 18.2 11.3	15 32.6 23.8 7.0
1500 TO 2000	4.	50 70.4 40.3 23.5	41 57.7 41.8 19.2	9 12.7 39.1 4.2	10 14.1 37.0 4.7	11 15.5 26.2 5.2	8 11.3 34.8 3.8	5 7.0 41.7 2.3	11 15.5 40.7 5.2	11 15.5 57.9 5.2	9 12.7 45.0 4.2	5 7.0 29.4 2.3	48 67.6 36.4 22.5	21 29.6 33.3 9.9
ABOVE 2000	5.	28 54.9 22.6 13.1	22 43.1 22.4 10.3	9 17.6 39.1 4.2	6 11.8 22.2 2.8	10 19.6 23.8 4.7	3 5.9 13.0 1.4	2 3.9 16.7 0.9	2 3.9 7.4 0.9	2 3.9 10.5 0.9	5 9.8 25.0 2.3	4 7.8 23.5 1.9	36 70.6 27.3 16.9	14 27.5 22.2 6.6
	COLUMN TOTAL	124 58.2	98 46.0	23 10.8	27 12.7	42 19.7	23 10.8	12 5.6	27 12.7	19 8.9	20 9.4	17 8.0	132 62.0	63 29.6

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TABLE IV-21 (Continued)
Crosstabulation of Project Objectives with Per Pupil Expenditure

HORIZONTAL: project objectives – see Project Director Guide, P. 17;
VERTICAL: per pupil expenditure ($1–500, 500–1000, 1000–1500, 1500–2000, above 2000) – see LEA Package, P. 2, 9

PPEXP	COUNT ROW PCT COL PCT TOT PCT	OBJECTIVES: 14	15	16	17	18	19	20	21	22	23	24	25	ROW TOTAL
	0.	3 9.4 10.7 1.4	13 40.6 10.8 6.1	13 40.6 12.7 6.1	13 40.6 11.1 6.1	11 34.4 11.0 5.2	12 37.5 11.0 5.6	11 34.4 11.2 5.2	10 31.3 11.5 4.7	4 12.5 13.3 1.9	9 28.1 20.0 4.2	7 21.9 18.4 3.3	4 12.5 12.9 1.9	32 15.0
1 TO 500	1.	0 0.0 0.0 0.0	2 100.0 1.7 0.9	1 50.0 1.0 0.5	2 100.0 1.7 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 2.2 0.5	0 0.0 0.0 0.0	1 50.0 3.2 0.5	2 0.9
500 TO 1000	2.	1 9.1 3.6 0.5	9 81.8 7.5 4.2	6 54.5 5.9 2.8	7 63.6 6.0 3.3	5 45.5 5.0 2.3	5 45.5 4.6 2.3	5 45.5 5.1 2.3	5 45.5 5.7 2.3	1 9.1 3.3 0.5	1 9.1 2.2 0.5	4 36.4 10.5 1.9	1 9.1 3.2 0.5	11 5.2
1000 TO 1500	3.	11 23.9 39.3 5.2	24 52.2 20.0 11.3	17 37.0 16.7 8.0	24 52.2 20.5 11.3	18 39.1 18.0 8.5	19 41.3 17.4 8.9	17 37.0 17.3 8.0	16 34.8 18.4 7.5	5 10.9 16.7 2.3	12 26.1 26.7 5.6	6 13.0 15.8 2.8	11 23.9 35.5 5.2	46 21.6
1500 TO 2000	4.	5 7.0 17.9 2.3	47 66.2 39.2 22.1	41 57.7 40.2 19.2	45 63.4 38.5 21.1	40 56.3 40.0 18.8	45 63.4 41.3 21.1	40 56.3 40.8 18.8	35 49.3 40.2 16.4	9 12.7 30.0 4.2	16 22.5 35.6 7.5	14 19.7 36.8 6.6	8 11.3 25.8 3.8	71 33.3
ABOVE 2000	5.	8 15.7 28.6 3.8	25 49.0 20.8 11.7	24 47.1 23.5 11.3	26 51.0 22.2 12.2	26 51.0 26.0 12.2	28 54.9 25.7 13.1	25 49.0 25.5 11.7	21 41.2 24.1 9.9	11 21.6 36.7 5.2	6 11.8 13.3 2.8	7 13.7 18.4 3.3	6 11.8 19.4 2.8	51 23.9
	COLUMN TOTAL	28 13.1	120 56.3	102 47.9	117 54.9	100 46.9	109 51.2	98 46.0	87 40.8	30 14.1	45 21.1	38 17.8	31 14.6	213 100.0

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TABLE IV-22
Crosstabulation of LEA's Who Have Reported Various Numbers of Staff Involved in Various Activities by Per Pupil Expenditure

HORIZONTAL: LEA's who have reported various numbers of staff (e.g., 1, 2, 3, or 4) in various activities – see Project Staff Questionnaire, question 9;
VERTICAL: per pupil expenditure – see LEA Package, P. 2, 9

NUMBER OF STAFF INVOLVED IN:

STAFF901

READING

PPPEXP	COUNT ROW PCT COL PCT TOT PCT	0.	1.	2.	3.	4.	ROW TOTAL
PER PUPIL EXPENDITURE	0.	16 50.0 21.1 7.5	2 6.3 3.2 0.9	11 34.4 26.8 5.2	2 6.3 9.1 0.9	1 3.1 9.1 0.5	32 15.0
1 TO 500	1.	0 0.0 0.0 0.0	1 50.0 1.6 0.5	1 50.0 2.4 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 0.9
500 TO 1000	2.	2 18.2 2.6 0.9	2 18.2 3.2 0.9	3 27.3 7.3 1.4	3 27.3 13.6 1.4	1 9.1 9.1 0.5	11 5.2
1000 TO 1500	3.	18 39.1 23.7 8.5	16 34.8 25.4 7.5	3 6.5 7.3 1.4	5 10.9 22.7 2.3	4 8.7 36.4 1.9	46 21.6
1500 TO 2000	4.	19 26.8 25.0 8.9	27 38.0 42.9 12.7	12 16.9 29.3 5.6	11 15.5 50.0 5.2	2 2.8 18.2 0.9	71 33.3
ABOVE 2000	5.	21 41.2 27.6 9.9	15 29.4 23.8 7.0	11 21.6 26.8 5.2	1 2.0 4.5 0.5	3 5.9 27.3 1.4	51 23.9
	COLUMN TOTAL	76 35.7	63 29.6	41 19.2	22 10.3	11 5.2	213 100.0

STAFF902

MATHEMATICS

		0.	1.	2.	3.	4.	ROW TOTAL
	0.	14 43.8 14.6 6.6	8 25.0 12.5 3.8	8 25.0 28.6 3.8	2 6.3 10.5 0.9	0 0.0 0.0 0.0	32 15.0
1 TO 500	1.	0 0.0 0.0 0.0	1 50.0 1.6 0.5	1 50.0 3.6 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 0.9
500 TO 1000	2.	4 36.4 4.2 1.9	2 18.2 3.1 0.9	2 18.2 7.1 0.9	2 18.2 10.5 0.9	1 9.1 16.7 0.5	11 5.2
1000 TO 1500	3.	22 47.8 22.9 10.3	17 37.0 26.6 8.0	3 6.5 10.7 1.4	2 4.3 10.5 0.9	2 4.3 33.3 0.9	46 21.6
1500 TO 2000	4.	28 39.4 29.2 13.1	22 31.0 34.4 10.3	8 11.3 28.6 3.8	12 16.9 63.2 5.6	1 1.4 16.7 0.5	71 33.3
ABOVE 2000	5.	28 54.9 29.2 13.1	14 27.5 21.9 6.6	6 11.8 21.4 2.8	1 2.0 5.3 0.5	2 3.9 33.3 0.9	51 23.9
	COLUMN TOTAL	96 45.1	64 30.0	28 13.1	19 8.9	6 2.8	213 100.0

STAFF916

ATTENDANCE

		0.	1.	2.	3.	4.	ROW TOTAL
	0.	14 43.8 16.5 6.6	7 21.9 11.7 3.3	5 15.6 14.3 2.3	3 9.4 10.7 1.4	3 9.4 60.0 1.4	32 15.0
1 TO 500	1.	1 50.0 1.2 0.5	0 0.0 0.0 0.0	1 50.0 2.9 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 0.9
500 TO 1000	2.	2 18.2 2.4 0.9	3 27.3 5.0 1.4	3 27.3 8.6 1.4	3 27.3 10.7 1.4	0 0.0 0.0 0.0	11 5.2
1000 TO 1500	3.	21 45.7 24.7 9.9	11 23.9 18.3 5.2	6 13.0 17.1 2.8	8 17.4 28.6 3.8	0 0.0 0.0 0.0	46 21.6
1500 TO 2000	4.	24 33.8 28.2 11.3	23 32.4 38.3 10.8	15 21.1 42.9 7.0	8 11.3 28.6 3.8	1 1.4 20.0 0.5	71 33.3
ABOVE 2000	5.	23 45.1 27.1 10.8	16 31.4 26.7 7.5	5 9.8 14.3 2.3	6 11.8 21.4 2.8	1 2.0 20.0 0.5	51 23.9
	COLUMN TOTAL	85 39.9	60 28.2	35 16.4	28 13.1	5 2.3	213 100.0

STAFF917

SELF-CONCEPT

		0.	1.	2.	3.	4.	ROW TOTAL
	0.	13 40.6 21.0 6.1	6 18.8 12.2 2.8	6 18.8 14.6 2.8	6 18.8 12.0 2.8	1 3.1 9.1 0.5	32 15.0
1 TO 500	1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 2.4 0.5	1 50.0 2.0 0.5	0 0.0 0.0 0.0	2 0.9
500 TO 1000	2.	1 9.1 1.6 0.5	4 36.4 8.2 1.9	0 0.0 0.0 0.0	5 45.5 10.0 2.3	1 9.1 9.1 0.5	11 5.2
1000 TO 1500	3.	13 28.3 21.0 6.1	14 30.4 28.6 6.6	5 10.9 12.2 2.3	11 23.9 22.0 5.2	3 6.5 27.3 1.4	46 21.6
1500 TO 2000	4.	17 23.9 27.4 8.0	16 22.5 32.7 7.5	20 28.2 48.8 9.4	16 22.5 32.0 7.5	2 2.8 18.2 0.9	71 33.3
ABOVE 2000	5.	18 35.3 29.0 8.5	9 17.6 18.4 4.2	9 17.6 22.0 4.2	11 21.6 22.0 5.2	4 7.8 36.4 1.9	51 23.9
	COLUMN TOTAL	62 29.1	49 23.0	41 19.2	50 23.5	11 5.2	213 100.0

TABLE IV-22 (Continued

Crosstabulation of LEA's Who Have Reported Various Numbers of Staff Involved in Various Activities by Per Pupil Expenditure

HORIZONTAL: LEA's who have reported various numbers of staff (e.g., 1, 2, 3, or 4) in various activities – see Project Staff Questionnaire, question 9;

VERTICAL: per pupil expenditure – see LEA Package, P. 2, 9

NUMBER OF STAFF INVOLVED IN:

STAFF912

NATIVE LANGUAGE & CULTURE/HERITAGE

PPEXP PER PUPIL EXPENDITURE	COUNT ROW PCT COL PCT TOT PCT	0.	1.	2.	3.	4.	ROW TOTAL
	0.	13 40.6 17.3 6.1	6 18.8 9.8 2.8	6 18.8 15.0 2.8	6 18.8 27.3 2.8	1 3.1 6.7 0.5	32 15.0
1 TO 500	1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 2.5 0.5	0 0.0 0.0 0.0	1 50.0 6.7 0.5	2 0.9
500 TO 1000	2.	3 27.3 4.0 1.4	3 27.3 4.9 1.4	2 18.2 5.0 0.9	3 27.3 13.6 1.4	0 0.0 0.0 0.0	11 5.2
1000 TO 1500	3.	19 41.3 25.3 8.9	13 28.3 21.3 6.1	9 19.6 22.5 4.2	3 6.5 13.6 1.4	2 4.3 13.3 0.9	46 21.6
1500 TO 2000	4.	22 31.0 29.3 10.3	21 29.6 34.4 9.9	15 21.1 37.5 7.0	7 9.9 31.8 3.3	6 8.5 40.0 2.8	71 33.3
ABOVE 2000	5.	18 35.3 24.0 8.5	18 35.3 29.5 8.5	7 13.7 17.5 3.3	3 5.9 13.6 1.4	5 9.8 33.3 2.3	51 23.9
COLUMN TOTAL		75 35.2	61 28.6	40 18.8	22 10.3	15 7.0	213 100.0

STAFF915

COUNSELING/GUIDANCE

PER PUPIL EXPENDITURE		0.	1.	2.	3.	4.	ROW TOTAL
	0.	14 43.8 16.5 6.6	8 25.0 12.3 3.8	4 12.5 10.5 1.9	4 12.5 22.2 1.9	2 6.3 28.6 0.9	32 15.0
1 TO 500	1.	0 0.0 0.0 0.0	1 50.0 1.5 0.5	1 50.0 2.6 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 0.9
500 TO 1000	2.	5 45.5 5.9 2.3	1 9.1 1.5 0.5	1 9.1 2.6 0.5	2 18.2 11.1 0.9	2 18.2 28.6 0.9	11 5.2
1000 TO 1500	3.	19 41.3 22.4 8.9	19 41.3 29.2 8.9	5 10.9 13.2 2.3	2 4.3 11.1 0.9	1 2.2 14.3 0.5	46 21.6
1500 TO 2000	4.	22 31.0 25.9 10.3	26 36.6 40.0 12.2	18 25.4 47.4 8.5	5 7.0 27.8 2.3	0 0.0 0.0 0.0	71 33.3
ABOVE 2000	5.	25 49.0 29.4 11.7	10 19.6 15.4 4.7	9 17.6 23.7 4.2	5 9.8 27.8 2.3	2 3.9 28.6 0.9	51 23.9
COLUMN TOTAL		85 39.9	65 30.5	38 17.8	18 8.5	7 3.3	213 100.0

STAFF918

RESPONSIBILITY & SELF DIRECTION

PER PUPIL EXPENDITURE		0.	1.	2.	3.	4.	ROW TOTAL
	0.	15 46.9 20.5 7.0	7 21.9 13.0 3.3	5 15.6 12.8 2.3	4 12.5 9.5 1.9	1 3.1 20.0 0.5	32 15.0
1 TO 500	1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 5.1 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 0.9
500 TO 1000	2.	1 9.1 1.4 0.5	4 36.4 7.4 1.9	0 0.0 0.0 0.0	5 45.5 11.9 2.3	1 9.1 20.0 0.5	11 5.2
1000 TO 1500	3.	16 34.8 21.9 7.5	13 28.3 24.1 6.1	5 10.9 12.8 2.3	11 23.9 26.2 5.2	1 2.2 20.0 0.5	46 21.6
1500 TO 2000	4.	21 29.6 28.8 9.9	19 26.8 35.2 8.9	17 23.9 43.6 8.0	13 18.3 31.0 6.1	1 1.4 20.0 0.5	71 33.3
ABOVE 2000	5.	20 39.2 27.4 9.4	11 21.6 20.4 5.2	10 19.6 25.6 4.7	9 17.6 21.4 4.2	1 2.0 20.0 0.5	51 23.9
COLUMN TOTAL		73 34.3	54 25.4	39 18.3	42 19.7	5 2.3	213 100.0

STAFF919

ATTITUDES TOWARD SCHOOL

PER PUPIL EXPENDITURE		0.	1.	2.	3.	4.	ROW TOTAL
	0.	12 37.5 19.4 5.6	9 28.1 16.1 4.2	4 12.5 10.0 1.9	5 15.6 11.1 2.3	2 6.3 20.0 0.9	32 15.0
1 TO 500	1.	0 0.0 0.0 0.0	1 50.0 1.8 0.5	1 50.0 2.5 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 0.9
500 TO 1000	2.	1 9.1 1.6 0.5	4 36.4 7.1 1.9	0 0.0 0.0 0.0	5 45.5 11.1 2.3	1 9.1 10.0 0.5	11 5.2
1000 TO 1500	3.	15 32.6 24.2 7.0	13 28.3 23.2 6.1	7 15.2 17.5 3.3	9 19.6 20.0 4.2	2 4.3 20.0 0.9	46 21.6
1500 TO 2000	4.	16 22.5 25.8 7.5	18 25.4 32.1 8.5	18 25.4 45.0 8.5	17 23.9 37.8 8.0	2 2.8 20.0 0.9	71 33.3
ABOVE 2000	5.	18 35.3 29.0 8.5	11 21.6 19.6 5.2	10 19.6 25.0 4.7	9 17.6 20.0 4.2	3 5.9 30.0 1.4	51 23.9
COLUMN TOTAL		62 29.1	56 26.3	40 18.8	45 21.1	10 4.7	213 100.0

TABLE IV-23A

Crosstabulation of Parent Committee Activity (i.e., Staffing Recommendations) to Project Per Pupil Expenditure

HORIZONTAL: no response, not involved – very involved – see Project Director Guide, question 47;
VERTICAL: per pupil expenditure ($1–500, 500-1000, 1000–1500, 1500–2000, above 2000) – see LEA Package, P. 2, 9

PD47A

PPEXP	COUNT ROW PCT COL PCT TOT PCT	No Response (0)	Not Involved (1)	(2)	(3)	(4)	Very Involved (5)	ROW TOTAL
	0.	5 15.6 41.7 2.3	1 3.1 10.0 0.5	0 0.0 0.0 0.0	2 6.3 8.7 0.9	5 15.6 11.6 2.3	19 59.4 17.1 8.9	32 15.0
1 TO 500	1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 4.3 0.5	0 0.0 0.0 0.0	1 50.0 0.9 0.5	2 0.9
500 TO 1000	2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 9.1 7.1 0.5	5 45.5 21.7 2.3	2 18.2 4.7 0.9	3 27.3 2.7 1.4	11 5.2
1000 TO 1500	3.	2 4.3 16.7 0.9	6 13.0 60.0 2.8	5 10.9 35.7 2.3	6 13.0 26.1 2.8	13 28.3 30.2 6.1	14 30.4 12.6 6.6	46 21.6
1500 TO 2000	4.	2 2.8 16.7 0.9	3 4.2 30.0 1.4	5 7.0 35.7 2.3	3 4.2 13.0 1.4	11 15.5 25.6 5.2	47 66.2 42.3 22.1	71 33.3
ABOVE 2000	5.	3 5.9 25.0 1.4	0 0.0 0.0 0.0	3 5.9 21.4 1.4	6 11.8 26.1 2.8	12 23.5 27.9 5.6	27 52.9 24.3 12.7	51 23.9
	COLUMN TOTAL	12 5.6	10 4.7	14 6.6	23 10.8	43 20.2	111 52.1	213 100.0

TABLE IV-23B

Crosstabulation of Parent Committee Activity (i.e., Curriculum Decisions) to Project Per Pupil Expenditure

HORIZONTAL: no response, not involved – very involved – see Project Director Guide, question 47;
VERTICAL: per pupil expenditure ($1–500, 500–1000, 1000–1500, 1500–2000, above 2000) – see LEA Package, P. 2, 9

PD47B

PPEXP	COUNT ROW PCT COL PCT TOT PCT	No Response (0)	Not Involved (1)	(2)	(3)	(4)	Very Involved (5)	ROW TOTAL
	0.	5 15.6 31.3 2.3	2 6.3 14.3 0.9	3 9.4 12.0 1.4	9 28.1 23.7 4.2	7 21.9 10.6 3.3	6 18.8 11.1 2.8	32 15.0
1 TO 500	1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 1.5 0.5	1 50.0 1.9 0.5	2 0.9
500 TO 1000	2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 9.1 4.0 0.5	3 27.3 7.9 1.4	0 0.0 0.0 0.0	7 63.6 13.0 3.3	11 5.2
1000 TO 1500	3.	3 6.5 18.8 1.4	7 15.2 50.0 3.3	5 10.9 20.0 2.3	6 13.0 15.8 2.8	18 39.1 27.3 8.5	7 15.2 13.0 3.3	46 21.6
1500 TO 2000	4.	3 4.2 18.8 1.4	4 5.6 28.6 1.9	9 12.7 36.0 4.2	11 15.5 28.9 5.2	25 35.2 37.9 11.7	19 26.8 35.2 8.9	71 33.3
ABOVE 2000	5.	5 9.8 31.3 2.3	1 2.0 7.1 0.5	7 13.7 28.0 3.3	9 17.6 23.7 4.2	15 29.4 22.7 7.0	14 27.5 25.9 6.6	51 23.9
	COLUMN TOTAL	16 7.5	14 6.6	25 11.7	38 17.8	66 31.0	54 25.4	213 100.0

TABLE IV-23C

Crosstabulation of Parent Committee Activity (i.e., Selection of Pupils for Title IV) to Project Per Pupil Expenditure

HORIZONTAL: no response, not inolved – very involved – see Project Director Guide, question 47;
VERTICAL: per pupil expenditure ($1–500, 500–1000, 1000–1500, 1500–2000, above 2000) – see LEA Package, P. 2, 9

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                          PD47C
               COUNT   I
               ROW PCT I                                                                                      ROW
               COL PCT I No Response  Not Involved  ---------------------------------------  Very Involved    TOTAL
               TOT PCT I     (0)          (1)          (2)          (3)          (4)           (5)        I
PPEXP          --------I------------I------------I------------I------------I------------I------------I
                    0. I        5   I        4   I        2   I        4   I        9   I        8   I      32
                       I     15.6   I     12.5   I      6.3   I     12.5   I     28.1   I     25.0   I    15.0
                       I     35.7   I     15.4   I      6.9   I     14.3   I     18.8   I     11.8   I
                       I      2.3   I      1.9   I      0.9   I      1.9   I      4.2   I      3.8   I
                      -I------------I------------I------------I------------I------------I------------I
                    1. I        0   I        0   I        0   I        0   I        0   I        2   I       2
 1 TO      500         I      0.0   I      0.0   I      0.0   I      0.0   I      0.0   I    100.0   I     0.9
                       I      0.0   I      0.0   I      0.0   I      0.0   I      0.0   I      2.9   I
                       I      0.0   I      0.0   I      0.0   I      0.0   I      0.0   I      0.9   I
                      -I------------I------------I------------I------------I------------I------------I
                    2. I        0   I        1   I        2   I        2   I        1   I        5   I      11
500 TO    1000         I      0.0   I      9.1   I     18.2   I     18.2   I      9.1   I     45.5   I     5.2
                       I      0.0   I      3.8   I      6.9   I      7.1   I      2.1   I      7.4   I
                       I      0.0   I      0.5   I      0.9   I      0.9   I      0.5   I      2.3   I
                      -I------------I------------I------------I------------I------------I------------I
                    3. I        3   I        5   I        9   I        6   I        9   I       14   I      46
1000 TO 1500           I      6.5   I     10.9   I     19.6   I     13.0   I     19.6   I     30.4   I    21.6
                       I     21.4   I     19.2   I     31.0   I     21.4   I     18.8   I     20.6   I
                       I      1.4   I      2.3   I      4.2   I      2.8   I      4.2   I      6.6   I
                      -I------------I------------I------------I------------I------------I------------I
                    4. I        3   I       11   I        9   I        7   I       19   I       22   I      71
1500 TO 2000           I      4.2   I     15.5   I     12.7   I      9.9   I     26.8   I     31.0   I    33.3
                       I     21.4   I     42.3   I     31.0   I     25.0   I     39.6   I     32.4   I
                       I      1.4   I      5.2   I      4.2   I      3.3   I      8.9   I     10.3   I
                      -I------------I------------I------------I------------I------------I------------I
                    5. I        3   I        5   I        7   I        9   I       10   I       17   I      51
ABOVE     2000         I      5.9   I      9.8   I     13.7   I     17.6   I     19.6   I     33.3   I    23.9
                       I     21.4   I     19.2   I     24.1   I     32.1   I     20.8   I     25.0   I
                       I      1.4   I      2.3   I      3.3   I      4.2   I      4.7   I      8.0   I
                      -I------------I------------I------------I------------I------------I------------I
               COLUMN          14           26           29           28           48           68          213
                TOTAL         6.6         12.2         13.6         13.1         22.5         31.9        100.0
```

TABLE IV-23D
Crosstabulation of Parent Committee Activity (i.e., Public Relations) to Project Per Pupil Expenditure

HORIZONTAL: no response, not involved – very involved – see Project Director Guide, question 47;
VERTICAL: per pupil expenditure ($1–500, 500–1000, 1000–1500, 1500–2000, above 2000) – see LEA Package, P. 2, 9

PPEXP	COUNT ROW PCT COL PCT TOT PCT	PD47D No Response (0)	Not Involved (1)	(2)	(3)	(4)	Very Involved (5)	ROW TOTAL
	0.	4 12.5 40.0 1.9	2 6.3 16.7 0.9	2 6.3 10.0 0.9	7 21.9 12.1 3.3	10 31.3 15.2 4.7	7 21.9 14.9 3.3	32 15.0
1 TO 500	1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 1.5 0.5	1 50.0 2.1 0.5	2 0.9
500 TO 1000	2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 27.3 5.2 1.4	4 36.4 6.1 1.9	4 36.4 8.5 1.9	11 5.2
1000 TO 1500	3.	2 4.3 20.0 0.9	3 6.5 25.0 1.4	5 10.9 25.0 2.3	12 26.1 20.7 5.6	18 39.1 27.3 8.5	6 13.0 12.8 2.8	46 21.6
1500 TO 2000	4.	1 1.4 10.0 0.5	4 5.6 33.3 1.9	8 11.3 40.0 3.8	23 32.4 39.7 10.8	18 25.4 27.3 8.5	17 23.9 36.2 8.0	71 33.3
ABOVE 2000	5.	3 5.9 30.0 1.4	3 5.9 25.0 1.4	5 9.8 25.0 2.3	13 25.5 22.4 6.1	15 29.4 22.7 7.0	12 23.5 25.5 5.6	51 23.9
	COLUMN TOTAL	10 4.7	12 5.6	20 9.4	58 27.2	66 31.0	47 22.1	213 100.0

TABLE IV-23E
Crosstabulation of Parent Committee Activity (i.e., Proposal Development) to Project Per Pupil Expenditure

HORIZONTAL: no response, not involved – very involved – see Project Director Guide, question 47;
VERTICAL: per pupil expenditure ($1–500, 500–1000, 1000–1500, 1500–2000, above 2000) see LEA Package, P. 2, 9

PPEXP	PD47E COUNT ROW PCT COL PCT TOT PCT	No Response (0)	Somewhat Involved (2)	(3)	(4)	Not Involved (5)	ROW TOTAL
	0.	4 12.5 44.4 1.9	1 3.1 12.5 0.5	2 6.3 6.5 0.9	12 37.5 18.2 5.6	13 40.6 13.1 6.1	32 15.0
1 TO 500	1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 1.5 0.5	1 50.0 1.0 0.5	2 0.9
500 TO 1000	2.	0 0.0 0.0 0.0	1 9.1 12.5 0.5	2 18.2 6.5 0.9	0 0.0 0.0 0.0	8 72.7 8.1 3.8	11 5.2
1000 TO 1500	3.	2 4.3 22.2 0.9	1 2.2 12.5 0.5	4 8.7 12.9 1.9	20 43.5 30.3 9.4	19 41.3 19.2 8.9	46 21.6
1500 TO 2000	4.	1 1.4 11.1 0.5	5 7.0 62.5 2.3	9 12.7 29.0 4.2	22 31.0 33.3 10.3	34 47.9 34.3 16.0	71 33.3
ABOVE 2000	5.	2 3.9 22.2 0.9	0 0.0 0.0 0.0	14 27.5 45.2 6.6	11 21.6 16.7 5.2	24 47.1 24.2 11.3	51 23.9
	COLUMN TOTAL	9 4.2	8 3.8	31 14.6	66 31.0	99 46.5	213 100.0

TABLE IV-23F
Crosstabulation of Parent Committee Activity (i.e., Budget Review) to Project Per Pupil Expenditure

HORIZONTAL: no response, not involved – very involved – see Project Director Guide, question 47;
VERTICAL: per pupil expenditure ($1–500, 500–1000, 1000–1500, 1500–2000, above 2000) – see LEA Package,
P. 2, 9

```
                    PD47I
            COUNT  I
          ROW PCT  I                                                                       ROW
          COL PCT  I No Response  Somewhat Involved ------------------------  Not Involved   TOTAL
          TOT PCT  I     (0)          (2)           (3)           (4)           (5)       I
PPEXP     ---------I-----------I-------------I-------------I-------------I-------------I
               0.  I       4   I        0    I        3    I        8    I       17    I      32
                   I    12.5   I      0.0    I      9.4    I     25.0    I     53.1    I    15.0
                   I    44.4   I      0.0    I     16.7    I     12.5    I     14.8    I
                   I     1.9   I      0.0    I      1.4    I      3.8    I      8.0    I
                  -I-----------I-------------I-------------I-------------I-------------I
               1.  I       0   I        0    I        0    I        0    I        2    I       2
 1 TO     500      I     0.0   I      0.0    I      0.0    I      0.0    I    100.0    I     0.9
                   I     0.0   I      0.0    I      0.0    I      0.0    I      1.7    I
                   I     0.0   I      0.0    I      0.0    I      0.0    I      0.9    I
                  -I-----------I-------------I-------------I-------------I-------------I
               2.  I       0   I        0    I        1    I        2    I        8    I      11
 500 TO  1000      I     0.0   I      0.0    I      9.1    I     18.2    I     72.7    I     5.2
                   I     0.0   I      0.0    I      5.6    I      3.1    I      7.0    I
                   I     0.0   I      0.0    I      0.5    I      0.9    I      3.8    I
                  -I-----------I-------------I-------------I-------------I-------------I
               3.  I       2   I        1    I        4    I       19    I       20    I      46
 1000 TO 1500      I     4.3   I      2.2    I      8.7    I     41.3    I     43.5    I    21.6
                   I    22.2   I     14.3    I     22.2    I     29.7    I     17.4    I
                   I     0.9   I      0.5    I      1.9    I      8.9    I      9.4    I
                  -I-----------I-------------I-------------I-------------I-------------I
               4.  I       1   I        5    I        5    I       21    I       39    I      71
 1500 TO 2000      I     1.4   I      7.0    I      7.0    I     29.6    I     54.9    I    33.3
                   I    11.1   I     71.4    I     27.8    I     32.8    I     33.9    I
                   I     0.5   I      2.3    I      2.3    I      9.9    I     18.3    I
                  -I-----------I-------------I-------------I-------------I-------------I
               5.  I       2   I        1    I        5    I       14    I       29    I      51
 ABOVE    2000     I     3.9   I      2.0    I      9.8    I     27.5    I     56.9    I    23.9
                   I    22.2   I     14.3    I     27.8    I     21.9    I     25.2    I
                   I     0.9   I      0.5    I      2.3    I      6.6    I     13.6    I
                  -I-----------I-------------I-------------I-------------I-------------I
           COLUMN          9            7            18            64           115           213
            TOTAL        4.2          3.3           8.5          30.0          54.0         100.0
```

TABLE IV-23G
Crosstabualtion of Parent Committee Activity (i.e., Assisting in Instructional Activities) to Project Per Pupil Expenditure

HORIZONTAL: no response, not involved — very involved — see Project Director Guide, question 47;
VERTICAL: per pupil expenditure ($1–500, 500–1000, 1000–1500, 1500–2000, above 2000) — see LEA Package, P. 2,9

PD47G

PPEXP	COUNT ROW PCT COL PCT TOT PCT	No Response (0)	Not Involved (1)	(2)	(3)	(4)	Very Involved (5)	ROW TOTAL
	0.	5	3	10	9	3	2	32
		15.6	9.4	31.3	28.1	9.4	6.3	15.0
		33.3	8.3	18.5	15.5	10.3	9.5	
		2.3	1.4	4.7	4.2	1.4	0.9	
1 TO 500	1.	0	0	0	0	1	1	2
		0.0	0.0	0.0	0.0	50.0	50.0	0.9
		0.0	0.0	0.0	0.0	3.4	4.8	
		0.0	0.0	0.0	0.0	0.5	0.5	
500 TO 1000	2.	0	4	3	3	0	1	11
		0.0	36.4	27.3	27.3	0.0	9.1	5.2
		0.0	11.1	5.6	5.2	0.0	4.8	
		0.0	1.9	1.4	1.4	0.0	0.5	
1000 TO 1500	3.	2	10	14	11	8	1	46
		4.3	21.7	30.4	23.9	17.4	2.2	21.6
		13.3	27.8	25.9	19.0	27.6	4.8	
		0.9	4.7	6.6	5.2	3.8	0.5	
1500 TO 2000	4.	4	12	17	18	11	9	71
		5.6	16.9	23.9	25.4	15.5	12.7	33.3
		26.7	33.3	31.5	31.0	37.9	42.9	
		1.9	5.6	8.0	8.5	5.2	4.2	
ABOVE 2000	5.	4	7	10	17	6	7	51
		7.8	13.7	19.6	33.3	11.8	13.7	23.9
		26.7	19.4	18.5	29.3	20.7	33.3	
		1.9	3.3	4.7	8.0	2.8	3.3	
	COLUMN TOTAL	15	36	54	58	29	21	213
		7.0	16.9	25.4	27.2	13.6	9.9	100.0

TABLE IV-23H

Crosstabulation of Parent Committee Activity (i.e., Conduct of the Needs Assessment) to Project Per Pupil Expenditure

HORIZONTAL: no response, not involved – very involved – see Project Director Guide, question 47;
VERTICAL: per pupil expenditure ($1–500, 500–1000, 1000–1500, 1500–2000, above 2000) – see LEA Package, P. 2, 9

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                       PD47H
             COUNT  I
           ROW PCT  I                                                                                  ROW
           COL PCT  I No Response  Not Involved  ---------------------------------------- Very Involved  TOTAL
           TOT PCT  I    (0)          (1)          (2)         (3)         (4)           (5)       I
PPEXP      --------I---------I---------I---------I---------I---------I---------I
                0.  I     4   I     0   I     2   I     3   I    10   I    13   I     32
                    I  12.5   I   0.0   I   6.3   I   9.4   I  31.3   I  40.6   I   15.0
                    I  36.4   I   0.0   I  13.3   I  10.0   I  14.3   I  15.3   I
                    I   1.9   I   0.0   I   0.9   I   1.4   I   4.7   I   6.1   I
                   -I---------I---------I---------I---------I---------I---------I
                1.  I     0   I     0   I     0   I     0   I     0   I     2   I      2
  1 TO      500     I   0.0   I   0.0   I   0.0   I   0.0   I   0.0   I 100.0   I    0.9
                    I   0.0   I   0.0   I   0.0   I   0.0   I   0.0   I   2.4   I
                    I   0.0   I   0.0   I   0.0   I   0.0   I   0.0   I   0.9   I
                   -I---------I---------I---------I---------I---------I---------I
                2.  I     0   I     0   I     1   I     0   I     4   I     6   I     11
  500 TO   1000     I   0.0   I   0.0   I   9.1   I   0.0   I  36.4   I  54.5   I    5.2
                    I   0.0   I   0.0   I   6.7   I   0.0   I   5.7   I   7.1   I
                    I   0.0   I   0.0   I   0.5   I   0.0   I   1.9   I   2.8   I
                   -I---------I---------I---------I---------I---------I---------I
                3.  I     2   I     1   I     1   I    11   I    14   I    17   I     46
  1000 TO 1500      I   4.3   I   2.2   I   2.2   I  23.9   I  30.4   I  37.0   I   21.6
                    I  18.2   I  50.0   I   6.7   I  36.7   I  20.0   I  20.0   I
                    I   0.9   I   0.5   I   0.5   I   5.2   I   6.6   I   8.0   I
                   -I---------I---------I---------I---------I---------I---------I
                4.  I     2   I     1   I     4   I     9   I    25   I    30   I     71
  1500 TO 2000      I   2.8   I   1.4   I   5.6   I  12.7   I  35.2   I  42.3   I   33.3
                    I  18.2   I  50.0   I  26.7   I  30.0   I  35.7   I  35.3   I
                    I   0.9   I   0.5   I   1.9   I   4.2   I  11.7   I  14.1   I
                   -I---------I---------I---------I---------I---------I---------I
                5.  I     3   I     0   I     7   I     7   I    17   I    17   I     51
  ABOVE    2000     I   5.9   I   0.0   I  13.7   I  13.7   I  33.3   I  33.3   I   23.9
                    I  27.3   I   0.0   I  46.7   I  23.3   I  24.3   I  20.0   I
                    I   1.4   I   0.0   I   3.3   I   3.3   I   8.0   I   8.0   I
                   -I---------I---------I---------I---------I---------I---------I
            COLUMN       11          2          15          30          70          85         213
             TOTAL       5.2        0.9        7.0        14.1        32.9        39.9       100.0
```

TABLE IV-23I

Crosstabulation of Parent Committee Activity (i.e., Proposal Review) to Project Per Pupil Expenditure

HORIZONTAL: no response, not involved – very involved – see Project Director Guide, question 47;
VERTAICAL; per pupil expenditure ($1–500, 500–1000, 1000–1500, 1500–2000, above 2000) – see LEA Package, P. 2, 9

```
                              PD47I
                   COUNT    I
                   ROW PCT  I                                                                               ROW
                   COL PCT  I No Response  Somewhat Involved -----------------------------  Not Involved   TOTAL
                   TOT PCT  I     (0)           (2)            (3)            (4)             (5)      I
PPEXP              ---------I---------I---------I---------I---------I---------I
                       0.   I     4   I     0   I     3   I     4   I    21   I    32
                            I  12.5   I   0.0   I   9.4   I  12.5   I  65.6   I  15.0
                            I  44.4   I   0.0   I  16.7   I   7.1   I  16.4   I
                            I   1.9   I   0.0   I   1.4   I   1.9   I   9.9   I
                           -I---------I---------I---------I---------I---------I
                       1.   I     0   I     0   I     0   I     0   I     2   I     2
   1 TO     500             I   0.0   I   0.0   I   0.0   I   0.0   I 100.0   I   0.9
                            I   0.0   I   0.0   I   0.0   I   0.0   I   1.6   I
                            I   0.0   I   0.0   I   0.0   I   0.0   I   0.9   I
                           -I---------I---------I---------I---------I---------I
                       2.   I     0   I     0   I     0   I     3   I     8   I    11
   500 TO  1000             I   0.0   I   0.0   I   0.0   I  27.3   I  72.7   I   5.2
                            I   0.0   I   0.0   I   0.0   I   5.4   I   6.3   I
                            I   0.0   I   0.0   I   0.0   I   1.4   I   3.8   I
                           -I---------I---------I---------I---------I---------I
                       3.   I     2   I     0   I     7   I    16   I    21   I    46
   1000 TO 1500             I   4.3   I   0.0   I  15.2   I  34.8   I  45.7   I  21.6
                            I  22.2   I   0.0   I  38.9   I  28.6   I  16.4   I
                            I   0.9   I   0.0   I   3.3   I   7.5   I   9.9   I
                           -I---------I---------I---------I---------I---------I
                       4.   I     1   I     1   I     5   I    22   I    42   I    71
   1500 TO 2000             I   1.4   I   1.4   I   7.0   I  31.0   I  59.2   I  33.3
                            I  11.1   I  50.0   I  27.8   I  39.3   I  32.8   I
                            I   0.5   I   0.5   I   2.3   I  10.3   I  19.7   I
                           -I---------I---------I---------I---------I---------I
                       5.   I     2   I     1   I     3   I    11   I    34   I    51
   ABOVE   2000             I   3.9   I   2.0   I   5.9   I  21.6   I  66.7   I  23.9
                            I  22.2   I  50.0   I  16.7   I  19.6   I  26.6   I
                            I   0.9   I   0.5   I   1.4   I   5.2   I  16.0   I
                           -I---------I---------I---------I---------I---------I
                      COLUMN      9         2        18        56       128       213
                       TOTAL    4.2       0.9       8.5      26.3      60.1     100.0
```

TABLE IV-23J
Crosstabulation of Parent Committee Activity (i.e., Establishing Title IV Objectives) to Project Per Pupil Expenditure

HORIZONTAL: no response, not involved – very involved – see Project Director Guide, question 47;
VERTICAL: per pupil expenditure ($1–500, 500–1000, 1000–1500, 1500–2000, above 2000) – see LEA Package, P. 2, 9

PPEXP	PD47J COUNT ROW PCT COL PCT TOT PCT	No Response (0)	Somewhat Involved (2)	(3)	(4)	Not Involved (5)	ROW TOTAL
	0.	4 12.5 44.4 1.9	1 3.1 20.0 0.5	1 3.1 3.6 0.5	7 21.9 10.6 3.3	19 59.4 18.1 8.9	32 15.0
1 TO 500	1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 1.9 0.9	2 0.9
500 TO 1000	2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 9.1 3.6 0.5	3 27.3 4.5 1.4	7 63.6 6.7 3.3	11 5.2
1000 TO 1500	3.	2 4.3 22.2 0.9	0 0.0 0.0 0.0	6 13.0 21.4 2.8	20 43.5 30.3 9.4	18 39.1 17.1 8.5	46 21.6
1500 TO 2000	4.	1 1.4 11.1 0.5	3 4.2 60.0 1.4	11 15.5 39.3 5.2	24 33.8 36.4 11.3	32 45.1 30.5 15.0	71 33.3
ABOVE 2000	5.	2 3.9 22.2 0.9	1 2.0 20.0 0.5	9 17.6 32.1 4.2	12 23.5 18.2 5.6	27 52.9 25.7 12.7	51 23.9
	COLUMN TOTAL	9 4.2	5 2.3	28 13.1	66 31.0	105 49.3	213 100.0

TABLE IV-23K
Crosstabulation of Parent Committee Activity (i.e., Project Monitoring) to Project Per Pupil Expenditure

HORIZONTAL: no response, not involved – very involved – see Project Director Guide, question 47;
VERTICAL: per pupil expenditure ($1–500, 500–1000, 1000–1500, 1500–2000, above 2000) – see LEA Package, P. 2, 9

PPEXP	COUNT ROW PCT COL PCT TOT PCT	PD47K No Response (0)	Not Involved (1)	(2)	(3)	(4)	Very Involved (5)	ROW TOTAL
	0.	4 12.5 40.0 1.9	3 9.4 42.9 1.4	2 6.3 8.7 0.9	4 12.5 8.9 1.9	8 25.0 12.7 3.8	11 34.4 16.9 5.2	32 15.0
1 TO 500	1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 3.1 0.9	2 0.9
500 TO 1000	2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 18.2 8.7 0.9	0 0.0 0.0 0.0	5 45.5 7.9 2.3	4 36.4 6.2 1.9	11 5.2
1000 TO 1500	3.	2 4.3 20.0 0.9	0 0.0 0.0 0.0	3 6.5 13.0 1.4	12 26.1 26.7 5.6	15 32.6 23.8 7.0	14 30.4 21.5 6.6	46 21.6
1500 TO 2000	4.	2 2.8 20.0 0.9	1 1.4 14.3 0.5	11 15.5 47.8 5.2	19 26.8 42.2 8.9	16 22.5 25.4 7.5	22 31.0 33.8 10.3	71 33.3
ABOVE 2000	5.	2 3.9 20.0 0.9	3 5.9 42.9 1.4	5 9.8 21.7 2.3	10 19.6 22.2 4.7	19 37.3 30.2 8.9	12 23.5 18.5 5.6	51 23.9
	COLUMN TOTAL	10 4.7	7 3.3	23 10.8	45 21.1	63 29.6	65 30.5	213 100.0

TABLE IV-23L
Crosstabulation of Parent Committee Activity (i.e., Project Evaluation) to Project Per Pupil Expenditure

HORIZONTAL: no response, not involved – very involved – see Project Director Guide, question 47;
VERTICAL: per pupil expenditure ($1–500, 500–1000, 1000–1500, 1500–2000, above 2000) – see LEA Package, P. 2,9

PPEXP	COUNT ROW PCT COL PCT TOT PCT	PD47I No Response (0)	Not Involved (1)	(2)	(3)	(4)	Very Involved (5)	ROW TOTAL
	0.	4 12.5 44.4 1.9	1 3.1 25.0 0.5	2 6.3 8.3 0.9	4 12.5 9.1 1.9	5 15.6 8.3 2.3	16 50.0 22.2 7.5	32 15.0
1 TO 500	1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 2.8 0.9	2 0.9
500 TO 1000	2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 63.6 11.7 3.3	4 36.4 5.6 1.9	11 5.2
1000 TO 1500	3.	2 4.3 22.2 0.9	0 0.0 0.0 0.0	5 10.9 20.8 2.3	8 17.4 18.2 3.8	19 41.3 31.7 8.9	12 26.1 16.7 5.6	46 21.6
1500 TO 2000	4.	1 1.4 11.1 0.5	1 1.4 25.0 0.5	13 18.3 54.2 6.1	20 28.2 45.5 9.4	15 21.1 25.0 7.0	21 29.6 29.2 9.9	71 33.3
ABOVE 2000	5.	2 3.9 22.2 0.9	2 3.9 50.0 0.9	4 7.8 16.7 1.9	12 23.5 27.3 5.6	14 27.5 23.3 6.6	17 33.3 23.6 8.0	51 23.9
	COLUMN TOTAL	9 4.2	4 1.9	24 11.3	44 20.7	60 28.2	72 33.8	213 100.0

TABLE IV-23M

Crosstabulation of Parent Committee Activity (i.e., Final Report Development/Review) to Project Per Pupil Expenditure

HORIZONTAL: no response, not involved – very involved – see Project Director Guide, question 47;
VERTICAL: per pupil expenditure ($1–500, 500–1000, 1000–1500, 1500–2000, above 2000) – see LEA Package, P. 2,9

PPEXP	PD47M COUNT ROW PCT COL PCT TOT PCT	No Response (0)	Not Involved (1)	(2)	(3)	(4)	Very Involved (5)	ROW TOTAL
	0.	4 12.5 44.4 1.9	2 6.3 40.0 0.9	2 6.3 8.0 0.9	3 9.4 7.1 1.4	9 28.1 14.1 4.2	12 37.5 17.6 5.6	32 15.0
1 TO 500	1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 2.4 0.5	0 0.0 0.0 0.0	1 50.0 1.5 0.5	2 0.9
500 TO 1000	2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 27.3 7.1 1.4	3 27.3 4.7 1.4	5 45.5 7.4 2.3	11 5.2
1000 TO 1500	3.	2 4.3 22.2 0.9	1 2.2 20.0 0.5	4 8.7 16.0 1.9	10 21.7 23.8 4.7	20 43.5 31.3 9.4	9 19.6 13.2 4.2	46 21.6
1500 TO 2000	4.	1 1.4 11.1 0.5	2 2.8 40.0 0.9	12 16.9 48.0 5.6	14 19.7 33.3 6.6	20 28.2 31.3 9.4	22 31.0 32.4 10.3	71 33.3
ABOVE 2000	5.	2 3.9 22.2 0.9	0 0.0 0.0 0.0	7 13.7 28.0 3.3	11 21.6 26.2 5.2	12 23.5 18.8 5.6	19 37.3 27.9 8.9	51 23.9
	COLUMN TOTAL	9 4.2	5 2.3	25 11.7	42 19.7	64 30.0	68 31.9	213 100.0

TABLE IV-23N
Crosstabulation of Parent Committee Activity (i.e., Other Activities) to Project Per Pupil Expenditure

HORIZONTAL: no response, not involved – very involved – see Project Director Guide, question 47;
VERTICAL: per pupil expenditure ($1–500, 500–1000, 1000–1500, 1500–2000, above 2000) – see LEA Package, P. 2, 9

PD47H

PPEXP	COUNT ROW PCT COL PCT TOT PCT	No Response (0)	Not Involved (1)	(2)	(3)	(4)	Very Involved (5)	ROW TOTAL
	0.	30 93.8 15.5 14.1	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 3.1 20.0 0.5	1 3.1 11.1 0.5	32 15.0
1 TO 500	1.	1 50.0 0.5 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 20.0 0.5	0 0.0 0.0 0.0	2 0.9
500 TO 1000	2.	10 90.9 5.2 4.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 9.1 11.1 0.5	11 5.2
1000 TO 1500	3.	40 87.0 20.6 18.8	2 4.3 100.0 0.9	0 0.0 0.0 0.0	1 2.2 50.0 0.5	1 2.2 20.0 0.5	2 4.3 22.2 0.9	46 21.6
1500 TO 2000	4.	67 94.4 34.5 31.5	0 0.0 0.0 0.0	1 1.4 100.0 0.5	0 0.0 0.0 0.0	2 2.8 40.0 0.9	1 1.4 11.1 0.5	71 33.3
ABOVE 2000	5.	46 90.2 23.7 21.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.0 50.0 0.5	0 0.0 0.0 0.0	4 7.8 44.4 1.9	51 23.9
	COLUMN TOTAL	194 91.1	2 0.9	1 0.5	2 0.9	5 2.3	9 4.2	213 100.0

TABLE IV-24A
Crosstabulation of the Perception of the Title IV Project Director of the Extent Which a Certain Factor (i.e., Lack of Motivation) Contributes to Educational Problems of Project Participants to Specific Project Objectives

HORIZONTAL: objectives – see Project Director Guide, P. 17;
VERTICAL: no response, not at all – great extent – see Project Director Guide, question 29

PD29A	COUNT ROW PCT COL PCT TOT PCT	OBJECTIVE: 1	2	3	4	5	6	7	8	9	10	11	12
No Response	0.	4 30.8 3.2 1.9	4 30.8 4.1 1.9	1 7.7 4.3 0.5	2 15.4 7.4 0.9	2 15.4 4.8 0.9	0 0.0 0.0 0.0	1 7.7 8.3 0.5	1 7.7 3.7 0.5	1 7.7 5.3 0.5	1 7.7 5.0 0.5	1 7.7 5.9 0.5	5 38.5 3.8 2.3
Not At All	1.	3 42.9 2.4 1.4	3 42.9 3.1 1.4	3 42.9 13.0 1.4	2 28.6 7.4 0.9	2 28.6 4.8 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 14.3 5.9 0.5	7 100.0 5.3 3.3
	2.	12 75.0 9.7 5.6	9 56.3 9.2 4.2	1 6.3 4.3 0.5	0 0.0 0.0 0.0	2 12.5 4.8 0.9	1 6.3 4.3 0.5	1 6.3 8.3 0.5	2 12.5 7.4 0.9	1 6.3 5.3 0.5	1 6.3 5.0 0.5	1 6.3 5.9 0.5	8 50.0 6.1 3.8
	3.	41 56.9 33.1 19.2	30 41.7 30.6 14.1	5 6.9 21.7 2.3	11 15.3 40.7 5.2	14 19.4 33.3 6.6	9 12.5 39.1 4.2	2 2.8 16.7 0.9	11 15.3 40.7 5.2	7 9.7 36.8 3.3	9 12.5 45.0 4.2	5 6.9 29.4 2.3	52 72.2 39.4 24.4
	4.	39 61.9 31.5 18.3	33 52.4 33.7 15.5	8 12.7 34.8 3.8	8 12.7 29.6 3.8	12 19.0 28.6 5.6	9 14.3 39.1 4.2	5 7.9 41.7 2.3	8 12.7 29.6 3.8	6 9.5 31.6 2.8	5 7.9 25.0 2.3	6 9.5 35.3 2.8	37 58.7 28.0 17.4
Great Extent	5.	25 59.5 20.2 11.7	19 45.2 19.4 8.9	5 11.9 21.7 2.3	4 9.5 14.8 1.9	10 23.8 23.8 4.7	4 9.5 17.4 1.9	3 7.1 25.0 1.4	5 11.9 18.5 2.3	4 9.5 21.1 1.9	4 9.5 20.0 1.9	3 7.1 17.6 1.4	23 54.8 17.4 10.8
	COLUMN TOTAL	124 58.2	98 46.0	23 10.8	27 12.7	42 19.7	23 10.8	12 5.6	27 12.7	19 8.9	20 9.4	17 8.0	132 62.0

TABLE IV-24A (continued)
Crosstabulation of the Perception of the Title IV Project Director of the Extent Which a Certain Factor (i.e., Lack of Motivation) Contributes to Educational Problems of Project Participants to Specific Project Objectives

HORIZONTAL: objectives – see Project Director Guide, P. 17;
VERTICAL: no response, not at all – great extent – see Project Director Guide, question 29

PD29A	COUNT ROW PCT COL PCT TOT PCT	OBJECTIVE: 13	14	15	16	17	18	19	20	21	22	23	24	25	ROW TOTAL
No Response	0.	2 15.4 3.2 0.9	2 15.4 7.1 0.9	4 30.8 3.3 1.9	5 38.5 4.9 2.3	5 38.5 4.3 2.3	5 38.5 5.0 2.3	5 38.5 4.6 2.3	5 38.5 5.1 2.3	5 38.5 5.7 2.3	0 0.0 0.0 0.0	2 15.4 4.4 0.9	1 7.7 2.6 0.5	2 15.4 6.5 0.9	12 5.6
Not At All	1.	3 42.9 4.8 1.4	3 42.9 10.7 1.4	3 42.9 2.5 1.4	1 14.3 1.0 0.5	3 42.9 2.6 1.4	2 28.6 2.0 0.9	2 28.6 1.8 0.9	2 28.6 2.0 0.9	1 14.3 1.1 0.5	3 42.9 10.0 1.4	1 14.3 2.2 0.5	1 14.3 2.6 0.5	3 42.9 9.7 1.4	14 6.6
	2.	4 25.0 6.3 1.9	1 6.3 3.6 0.5	10 62.5 8.3 4.7	8 50.0 7.8 3.8	10 62.5 8.5 4.7	6 37.5 6.0 2.8	8 50.0 7.3 3.8	7 43.8 7.1 3.3	5 31.3 5.7 2.3	0 0.0 0.0 0.0	4 25.0 8.9 1.9	3 18.8 7.9 1.4	1 6.3 3.2 0.5	40 18.8
	3.	26 36.1 41.3 12.2	12 16.7 42.9 5.6	44 61.1 36.7 20.7	36 50.0 35.3 16.9	40 55.6 34.2 18.8	34 47.2 34.0 16.0	38 52.8 34.9 17.8	34 47.2 34.7 16.0	32 44.4 36.8 15.0	9 12.5 30.0 4.2	17 23.6 37.8 8.0	17 23.6 44.7 8.0	12 16.7 38.7 5.6	52 24.4
	4.	20 31.7 31.7 9.4	5 7.9 17.9 2.3	37 58.7 30.8 17.4	30 47.6 29.4 14.1	37 58.7 31.6 17.4	35 55.6 35.0 16.4	36 57.1 33.0 16.9	32 50.8 32.7 15.0	27 42.9 31.0 12.7	9 14.3 30.0 4.2	13 20.6 28.9 6.1	9 14.3 23.7 4.2	5 7.9 16.1 2.3	56 26.3
Great Extent	5.	8 19.0 12.7 3.8	5 11.9 17.9 2.3	22 52.4 18.3 10.3	22 52.4 21.6 10.3	22 52.4 18.8 10.3	18 42.9 18.0 8.5	20 47.6 18.3 9.4	18 42.9 18.4 8.5	17 40.5 19.5 8.0	9 21.4 30.0 4.2	8 19.0 17.8 3.8	7 16.7 18.4 3.3	8 19.0 25.8 3.8	39 18.3
	COLUMN TOTAL	63 29.6	28 13.1	120 56.3	102 47.9	117 54.9	100 46.9	109 51.2	98 46.0	87 40.8	30 14.1	45 21.1	38 17.8	31 14.6	21 100.

TABLE IV-24B

Crosstabulation of the Perception of the Title IV Project Director of the Extent Which a Certain Factor (i.e., Deficient Early Education) Contributes to Educational Problems of Project Participants to Specific Project Objectives

HORIZONTAL: objectives – see Project Director Guide, P. 17;
VERTICAL: no response, not at all – great extent – see Project Director Guide, question 29

PD29B	COUNT ROW PCT COL PCT TOT PCT	OBJECTIVE: 1	2	3	4	5	6	7	8	9	10	11	12
No Response	0.	3 25.0 2.4 1.4	3 25.0 3.1 1.4	1 8.3 4.3 0.5	1 8.3 3.7 0.5	1 8.3 2.4 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 8.3 3.7 0.5	1 8.3 5.3 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 33.3 3.0 1.9
Not At All	1.	8 57.1 6.5 3.8	8 57.1 8.2 3.8	2 14.3 8.7 0.9	3 21.4 11.1 1.4	2 14.3 4.8 0.9	2 14.3 8.7 0.9	3 21.4 25.0 1.4	2 14.3 7.4 0.9	2 14.3 10.5 0.9	4 28.6 20.0 1.9	2 14.3 11.8 0.9	11 78.6 8.3 5.2
	2.	23 57.5 18.5 10.8	18 45.0 18.4 8.5	2 5.0 8.7 0.9	3 7.5 11.1 1.4	5 12.5 11.9 2.3	3 7.5 13.0 1.4	2 5.0 16.7 0.9	3 7.5 11.1 1.4	1 2.5 5.3 0.5	0 0.0 0.0 0.0	2 5.0 11.8 0.9	27 67.5 20.5 12.7
	3.	34 65.4 27.4 16.0	26 50.0 26.5 12.2	6 11.5 26.1 2.8	7 13.5 25.9 3.3	14 26.9 33.3 6.6	8 15.4 34.8 3.8	3 5.8 25.0 1.4	10 19.2 37.0 4.7	7 13.5 36.8 3.3	8 15.4 40.0 3.8	5 9.6 29.4 2.3	29 55.8 22.0 13.6
	4.	38 67.9 30.6 17.8	30 53.6 30.6 14.1	8 14.3 34.8 3.8	9 16.1 33.3 4.2	12 21.4 28.6 5.6	6 10.7 26.1 2.8	4 7.1 33.3 1.9	7 12.5 25.9 3.3	7 12.5 36.8 3.3	5 8.9 25.0 2.3	4 7.1 23.5 1.9	36 64.3 27.3 16.9
Great Extent	5.	18 46.2 14.5 8.5	13 33.3 13.3 6.1	4 10.3 17.4 1.9	4 10.3 14.8 1.9	8 20.5 19.0 3.8	4 10.3 17.4 1.9	0 0.0 0.0 0.0	4 10.3 14.8 1.9	1 2.6 5.3 0.5	3 7.7 15.0 1.4	4 10.3 23.5 1.9	25 64.1 18.9 11.7
	COLUMN TOTAL	124 58.2	98 46.0	23 10.8	27 12.7	42 19.7	23 10.8	12 5.6	27 12.7	19 8.9	20 9.4	17 8.0	132 62.0

TABLE IV-24B (continued)

Crosstabulation of the Perception of the Title IV Project Director of the Extent Which a Certain Factor (i.e., Deficient Early Education) Contributes to Educational Problems of Project Participants to Specific Project Objectives

HORIZONTAL: objectives – see Project Director Guide, P. 17;
VERTICAL: no response, not at all – great extent – see Project Director Guide, question 29

PD29B		COUNT ROW PCT COL PCT TOT PCT	OBJECTIVE: 13	14	15	16	17	18	19	20	21	22	23	24	25	ROW TOTAL
No Response	0.	COUNT	1	1	3	4	4	4	4	4	4	0	3	1	3	12
		ROW PCT	8.3	8.3	25.0	33.3	33.3	33.3	33.3	33.3	33.3	0.0	25.0	8.3	25.0	5.6
		COL PCT	1.6	3.6	2.5	3.9	3.4	4.0	3.7	4.1	4.6	0.0	6.7	2.6	9.7	
		TOT PCT	0.5	0.5	1.4	1.9	1.9	1.9	1.9	1.9	1.9	0.0	1.4	0.5	1.4	
Not At All	1.	COUNT	6	2	7	7	7	7	7	6	7	2	4	5	4	14
		ROW PCT	42.9	14.3	50.0	50.0	50.0	50.0	50.0	42.9	50.0	14.3	28.6	35.7	28.6	6.6
		COL PCT	9.5	7.1	5.8	6.9	6.0	7.0	6.4	6.1	8.0	6.7	8.9	13.2	12.9	
		TOT PCT	2.8	0.9	3.3	3.3	3.3	3.3	3.3	2.8	3.3	0.9	1.9	2.3	1.9	
	2.	COUNT	11	5	20	19	25	20	20	21	17	6	9	6	6	40
		ROW PCT	27.5	12.5	50.0	47.5	62.5	50.0	50.0	52.5	42.5	15.0	22.5	15.0	15.0	18.8
		COL PCT	17.5	17.9	16.7	15.6	21.4	20.0	18.3	21.4	19.5	20.0	20.0	15.8	19.4	
		TOT PCT	5.2	2.3	9.4	8.9	11.7	9.4	9.4	9.9	8.0	2.8	4.2	2.8	2.8	
	3.	COUNT	14	6	31	27	29	25	28	23	24	8	9	7	7	52
		ROW PCT	26.9	11.5	59.6	51.9	55.8	48.1	53.8	44.2	46.2	15.4	17.3	13.5	13.5	24.4
		COL PCT	22.2	21.4	25.8	26.5	24.8	25.0	25.7	23.5	27.6	26.7	20.0	18.4	22.6	
		TOT PCT	6.6	2.8	14.6	12.7	13.6	11.7	13.1	10.8	11.3	3.8	4.2	3.3	3.3	
	4.	COUNT	21	10	37	29	35	32	34	32	26	8	13	13	7	56
		ROW PCT	37.5	17.9	66.1	51.8	62.5	57.1	60.7	57.1	46.4	14.3	23.2	23.2	12.5	26.3
		COL PCT	33.3	35.7	30.8	28.4	29.9	32.0	31.2	32.7	29.9	26.7	28.9	34.2	22.6	
		TOT PCT	9.9	4.7	17.4	13.6	16.4	15.0	16.0	15.0	12.2	3.8	6.1	6.1	3.3	
Great Extent	5.	COUNT	10	4	22	16	17	12	16	12	9	6	7	6	4	39
		ROW PCT	25.6	10.3	56.4	41.0	43.6	30.8	41.0	30.8	23.1	15.4	17.9	15.4	10.3	18.3
		COL PCT	15.9	14.3	18.3	15.7	14.5	12.0	14.7	12.2	10.3	20.0	15.6	15.8	12.9	
		TOT PCT	4.7	1.9	10.3	7.5	8.0	5.6	7.5	5.6	4.2	2.8	3.3	2.8	1.9	
COLUMN TOTAL			63	28	120	102	117	100	109	98	87	30	45	38	31	213
			29.6	13.1	56.3	47.9	54.9	46.9	51.2	46.0	40.8	14.1	21.1	17.8	14.6	100.0

TABLE IV-24C

Crosstabulation of the Perception of the Title IV Project Director of the Extent Which a Certain Factor (i.e., Nutritional Problems) Contributes to Educational Problems of Project Participants to Specific Project Objectives

HORIZONTAL: objectives – see Project Director Guide, P. 17;
VERTICAL: no response, not at all – great extent – see Project Director Guide, question 29

PD29C	COUNT ROW PCT COL PCT TOT PCT	OBJECTIVE: 1	2	3	4	5	6	7	8	9	10	11	12	13
No Response	0.	3 25.0 2.4 1.4	3 25.0 3.1 1.4	1 8.3 4.3 0.5	1 8.3 3.7 0.5	1 8.3 2.4 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 8.3 3.7 0.5	1 8.3 5.3 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 33.3 3.0 1.9	1 8.3 1.6 0.5
Not At All	1.	22 75.9 17.7 10.3	17 58.6 17.3 8.0	2 6.9 8.7 0.9	5 17.2 18.5 2.3	8 27.6 19.0 3.8	4 13.8 17.4 1.9	2 6.9 16.7 0.9	3 10.3 11.1 1.4	2 6.9 10.5 0.9	3 10.3 15.0 1.4	3 10.3 17.6 1.4	19 65.5 14.4 8.9	9 31.0 14.3 4.2
	2.	38 58.5 30.6 17.8	29 44.6 29.6 13.6	4 6.2 17.4 1.9	9 13.8 33.3 4.2	13 20.0 31.0 6.1	7 10.8 30.4 3.3	5 7.7 41.7 2.3	9 13.8 33.3 4.2	6 9.2 31.6 2.8	6 9.2 30.0 2.8	2 3.1 11.8 0.9	42 64.6 31.8 19.7	24 36.9 38.1 11.3
	3.	36 58.1 29.0 16.9	26 41.9 26.5 12.2	10 16.1 43.5 4.7	6 9.7 22.2 2.8	9 14.5 21.4 4.2	7 11.3 30.4 3.3	3 4.8 25.0 1.4	7 11.3 25.9 3.3	7 11.3 36.8 3.3	7 11.3 35.0 3.3	6 9.7 35.3 2.8	42 67.7 31.8 19.7	18 29.0 28.6 8.5
	4.	21 51.2 16.9 9.9	19 46.3 19.4 8.9	4 9.8 17.4 1.9	4 9.8 14.8 1.9	11 26.8 26.2 5.2	5 12.2 21.7 2.3	1 2.4 8.3 0.5	6 14.6 22.2 2.8	3 7.3 15.8 1.4	2 4.9 10.0 0.9	6 14.6 35.3 2.8	21 51.2 15.9 9.9	10 24.4 15.9 4.7
Great Extent	5.	4 100.0 3.2 1.9	4 100.0 4.1 1.9	2 50.0 8.7 0.9	2 50.0 7.4 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 25.0 8.3 0.5	1 25.0 3.7 0.5	0 0.0 0.0 0.0	2 50.0 10.0 0.9	0 0.0 0.0 0.0	4 100.0 3.0 1.9	1 25.0 1.6 0.5
	COLUMN TOTAL	124 58.2	98 46.0	23 10.8	27 12.7	42 19.7	23 10.8	12 5.6	27 12.7	19 8.9	20 9.4	17 8.0	132 62.0	63 29.6

TABLE IV-24C (continued)
Crosstabulation of the Perception of the Title IV Project Director of the Extent Which a Certain Factor (i.e., Nutritional Problems) Contributes to Educational Problems of Project Participants to Specific Project Objectives

HORIZONTAL: objectives — see Project Director Guide, P. 17;
VERTICAL: no response, not at all — great extent — see Project Director Guide, question 29

PD29C	COUNT ROW PCT COL PCT TOT PCT	OBJECTIVE: 14	15	16	17	18	19	20	21	22	23	24	25	ROW TOTAL
No Response	0.	1 8.3 3.6 0.5	3 25.0 2.5 1.4	4 33.3 3.9 1.9	4 33.3 3.4 1.9	4 33.3 4.0 1.9	4 33.3 3.7 1.9	4 33.3 4.1 1.9	4 33.3 4.6 1.9	0 0.0 0.0 0.0	3 25.0 6.7 1.4	1 8.3 2.6 0.5	3 25.0 9.7 1.4	12 5.6
Not At All	1.	2 6.9 7.1 0.9	15 51.7 12.5 7.0	14 48.3 13.7 6.6	17 58.6 14.5 8.0	12 41.4 12.0 5.6	15 51.7 13.8 7.0	12 41.4 12.2 5.6	13 44.8 14.9 6.1	2 6.9 6.7 0.9	5 17.2 11.1 2.3	5 17.2 13.2 2.3	3 10.3 9.7 1.4	29 13.6
	2.	11 16.9 39.3 5.2	35 53.8 29.2 16.4	25 38.5 24.5 11.7	32 49.2 27.4 15.0	30 46.2 30.0 14.1	31 47.7 28.4 14.6	29 44.6 29.6 13.6	24 36.9 27.6 11.3	10 15.4 33.3 4.7	12 18.5 26.7 5.6	12 18.5 31.6 5.6	11 16.9 35.5 5.2	65 30.5
	3.	4 6.5 14.3 1.9	39 62.9 32.5 18.3	35 56.5 34.3 16.4	40 64.5 34.2 18.8	32 51.6 32.0 15.0	36 58.1 33.0 16.9	33 53.2 33.7 15.5	27 43.5 31.0 12.7	9 14.5 30.0 4.2	16 25.8 35.6 7.5	14 22.6 36.8 6.6	7 11.3 22.6 3.3	62 29.1
	4.	8 19.5 28.6 3.8	26 63.4 21.7 12.2	22 53.7 21.6 10.3	20 48.8 17.1 9.4	19 46.3 19.0 8.9	19 46.3 17.4 8.9	17 41.5 17.3 8.0	17 41.5 19.5 8.0	9 22.0 30.0 4.2	8 19.5 17.8 3.8	5 12.2 13.2 2.3	7 17.1 22.6 3.3	41 19.2
Great Extent	5.	2 50.0 7.1 0.9	2 50.0 1.7 0.9	2 50.0 2.0 0.9	4 100.0 3.4 1.9	3 75.0 3.0 1.4	4 100.0 3.7 1.9	3 75.0 3.1 1.4	2 50.0 2.3 0.9	0 0.0 0.0 0.0	1 25.0 2.2 0.5	1 25.0 2.6 0.5	0 0.0 0.0 0.0	4 1.9
	COLUMN TOTAL	28 13.1	120 56.3	102 47.9	117 54.9	100 46.9	109 51.2	98 46.0	87 40.8	30 14.1	45 21.1	38 17.8	31 14.6	213 100.0

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TABLE IV-24-D

Crosstabulation of the Perception of the Title IV Project Director of the Extent Which a Certain Factor (i.e., Adverse Home Environment) Contributes to Educational Problems of Project Participants to Specific Project Objectives

HORIZONTAL: objectives — see Project Director Guide, P. 17;
VERTICAL: no response, not at all — great extent — see Project Director Guide, question 29

PD29D	COUNT ROW PCT COL PCT TOT PCT	OBJECTIVE: 1	2	3	4	5	6	7	8	9	10	11	12
No Response	0.	3 25.0 2.4 1.4	3 25.0 3.1 1.4	1 8.3 4.3 0.5	1 8.3 3.7 0.5	1 8.3 2.4 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 8.3 3.7 0.5	1 8.3 5.3 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 25.0 2.3 1.4
Not At All	1.	4 80.0 3.2 1.9	3 60.0 3.1 1.4	1 20.0 4.3 0.5	2 40.0 7.4 0.9	2 40.0 4.8 0.9	1 20.0 4.3 0.5	1 20.0 8.3 0.5	2 40.0 7.4 0.9	1 20.0 5.3 0.5	1 20.0 5.0 0.5	2 40.0 11.8 0.9	2 40.0 1.5 0.9
	2.	19 52.8 15.3 8.9	11 30.6 11.2 5.2	3 8.3 13.0 1.4	1 2.8 3.7 0.5	3 8.3 7.1 1.4	2 5.6 8.7 0.9	1 2.8 8.3 0.5	2 5.6 7.4 0.9	2 5.6 10.5 0.9	3 8.3 15.0 1.4	0 0.0 0.0 0.0	25 69.4 18.9 11.7
	3.	40 67.8 32.3 18.8	30 50.8 30.6 14.1	5 8.5 21.7 2.3	7 11.9 25.9 3.3	12 20.3 28.6 5.6	3 5.1 13.0 1.4	3 5.1 25.0 1.4	3 5.1 11.1 1.4	3 5.1 15.8 1.4	5 8.5 25.0 2.3	3 5.1 17.6 1.4	41 69.5 31.1 19.2
	4.	44 62.0 35.5 20.7	39 54.9 39.8 18.3	11 15.5 47.8 5.2	14 19.7 51.9 6.6	16 22.5 38.1 7.5	15 21.1 65.2 7.0	7 9.9 58.3 3.3	17 23.9 63.0 8.0	12 16.9 63.2 5.6	10 14.1 50.0 4.7	6 8.5 35.3 2.8	48 67.6 36.4 22.5
Great Extent	5.	14 46.7 11.3 6.6	12 40.0 12.2 5.6	2 6.7 8.7 0.9	2 6.7 7.4 0.9	8 26.7 19.0 3.8	2 6.7 8.7 0.9	0 0.0 0.0 0.0	2 6.7 7.4 0.9	0 0.0 0.0 0.0	1 3.3 5.0 0.5	6 20.0 35.3 2.8	13 43.3 9.8 6.1
	COLUMN TOTAL	124 58.2	98 46.0	23 10.8	27 12.7	42 19.7	23 10.8	12 5.6	27 12.7	19 8.9	20 9.4	17 8.0	132 62.0

TABLE IV-24D (continued)

Crosstabulation of the Perception of the Title IV Project Director of the Extent Which a Certain Factor (i.e., Adverse Home Environment) Contributes to Educational Problems of Project Participants to Specific Project Objectives

HORIZONTAL: objectives – see Project Director Guide, P. 17;
VERTICAL: no response, not at all – great extent – see Project Director Guide, question 29

	COUNT ROW PCT COL PCT TOT PCT	OBJECTIVE: 13	14	15	16	17	18	19	20	21	22	23	24	25	ROW TOTAL
PD29D															
No Response	0.	1 8.3 1.6 0.5	1 8.3 3.6 0.5	3 25.0 2.5 1.4	3 25.0 2.9 1.4	4 33.3 3.4 1.9	4 33.3 4.0 1.9	4 33.3 3.7 1.9	4 33.3 4.1 1.9	3 25.0 3.4 1.4	0 0.0 0.0 0.0	2 16.7 4.4 0.9	1 8.3 2.6 0.5	2 16.7 6.5 0.9	12 5.6
Not At All	1.	3 60.0 4.8 1.4	1 20.0 3.6 0.5	3 60.0 2.5 1.4	2 40.0 2.0 0.9	3 60.0 2.6 1.4	2 40.0 2.0 0.9	2 40.0 1.8 0.9	2 40.0 2.0 0.9	2 40.0 2.3 0.9	1 20.0 3.3 0.5	2 40.0 4.4 0.9	2 40.0 5.3 0.9	1 20.0 3.2 0.5	5 2.3
	2.	11 30.6 17.5 5.2	5 13.9 17.9 2.3	15 41.7 12.5 7.0	10 27.8 9.8 4.7	15 41.7 12.8 7.0	11 30.6 11.0 5.2	14 38.9 12.8 6.6	11 30.6 11.2 5.2	10 27.8 11.5 4.7	4 11.1 13.3 1.9	5 13.9 11.1 2.3	4 11.1 10.5 1.9	6 16.7 19.4 2.8	36 16.9
	3.	15 25.4 23.8 7.0	4 6.8 14.3 1.9	38 64.4 31.7 17.8	34 57.6 33.3 16.0	38 64.4 32.5 17.8	33 55.9 33.0 15.5	36 61.0 33.0 16.9	32 54.2 32.7 15.0	27 45.8 31.0 12.7	8 13.6 26.7 3.8	15 25.4 33.3 7.0	13 22.0 34.2 6.1	7 11.9 22.6 3.3	59 27.7
	4.	24 33.8 38.1 11.3	12 16.9 42.9 5.6	44 62.0 36.7 20.7	39 54.9 38.2 18.3	43 60.6 36.8 20.2	39 54.9 39.0 18.3	39 54.9 35.8 18.3	36 50.7 36.7 16.9	33 46.5 37.9 15.5	12 16.9 40.0 5.6	13 18.3 28.9 6.1	15 21.1 39.5 7.0	10 14.1 32.3 4.7	71 33.3
Great Extent	5.	9 30.0 14.3 4.2	5 16.7 17.9 2.3	17 56.7 14.2 8.0	14 46.7 13.7 6.6	14 46.7 12.0 6.6	11 36.7 11.0 5.2	14 46.7 12.8 6.6	13 43.3 13.3 6.1	12 40.0 13.8 5.6	5 16.7 16.7 2.3	8 26.7 17.8 3.8	3 10.0 7.9 1.4	5 16.7 16.1 2.3	30 14.1
	COLUMN TOTAL	63 29.6	28 13.1	120 56.3	102 47.9	117 54.9	100 46.9	109 51.2	98 46.0	87 40.8	30 14.1	45 21.1	38 17.8	31 14.6	213 100.0

TABLE IV-24E

Crosstabulation of the Perception of the Title IV Project Director of the Extent Which a Certain Factor (i.e., Negative Peer Group Influence) Contributes to Educational Problems of Project Participants to Specific Project Objectives

HORIZONTAL: objectives — see Project Director Guide, P. 17;
VERTICAL: no response, not at all — great extent — see Project Director Guide, question 29

PD29E	COUNT ROW PCT COL PCT TOT PCT	OBJECTIVE: 1	2	3	4	5	6	7	8	9	10	11	12
No Response	0.	3 25.0 2.4 1.4	3 25.0 3.1 1.4	1 8.3 4.3 0.5	1 8.3 3.7 0.5	1 8.3 2.4 0.5	0 0.0 0.0 0.0	1 8.3 8.3 0.5	1 8.3 3.7 0.5	1 8.3 5.3 0.5	1 8.3 5.0 0.5	0 0.0 0.0 0.0	4 33.3 3.0 1.9
Not At All	1.	8 53.3 6.5 3.8	6 40.0 6.1 2.8	2 13.3 8.7 0.9	1 6.7 3.7 0.5	0 0.0 0.0 0.0	1 6.7 4.3 0.5	0 0.0 0.0 0.0	3 20.0 11.1 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	8 53.3 6.1 3.8
	2.	30 60.0 24.2 14.1	22 44.0 22.4 10.3	3 6.0 13.0 1.4	6 12.0 22.2 2.8	10 20.0 23.8 4.7	7 14.0 30.4 3.3	2 4.0 16.7 0.9	6 12.0 22.2 2.8	3 6.0 15.8 1.4	5 10.0 25.0 2.3	3 6.0 17.6 1.4	28 56.0 21.2 13.1
	3.	35 61.4 28.2 16.4	26 45.6 26.5 12.2	6 10.5 26.1 2.8	7 12.3 25.9 3.3	10 17.5 23.8 4.7	8 14.0 34.8 3.8	5 8.8 41.7 2.3	6 10.5 22.2 2.8	6 10.5 31.6 2.8	5 8.8 25.0 2.3	7 12.3 41.2 3.3	36 63.2 27.3 16.9
	4.	31 56.4 25.0 14.6	26 47.3 26.5 12.2	7 12.7 30.4 3.3	8 14.5 29.6 3.8	17 30.9 40.5 8.0	6 10.9 26.1 2.8	3 5.5 25.0 1.4	9 16.4 33.3 4.2	7 12.7 36.8 3.3	7 12.7 35.0 3.3	3 5.5 17.6 1.4	41 74.5 31.1 19.2
Great Extent	5.	17 70.8 13.7 8.0	15 62.5 15.3 7.0	4 16.7 17.4 1.9	4 16.7 14.8 1.9	4 16.7 9.5 1.9	1 4.2 4.3 0.5	1 4.2 8.3 0.5	2 8.3 7.4 0.9	2 8.3 10.5 0.9	2 8.3 10.0 0.9	4 16.7 23.5 1.9	15 62.5 11.4 7.0
	COLUMN TOTAL	124 58.2	98 46.0	23 10.8	27 12.7	42 19.7	23 10.8	12 5.6	27 12.7	19 8.9	20 9.4	17 8.0	132 62.0

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TABLE IV-24E (continued)
Crosstabulation of the Perception of the Title IV Project Director of the Extent Which a Certain Factor (i.e., Negative Peer Group Influence) Contributes to Educational Problems of Project Participants to Specific Project Objectives

HORIZONTAL: objectives – see Project Director Guide, P. 17;
VERTICAL: no response, not at all – great extent – see Project Director Guide, question 29

PD29E	COUNT ROW PCT COL PCT TOT PCT	OBJECTIVE: 13	14	15	16	17	18	19	20	21	22	23	24	25	ROW TOTAL
No Response	0.	1 8.3 1.6 0.5	1 8.3 3.6 0.5	3 25.0 2.5 1.4	4 33.3 3.9 1.9	4 33.3 3.4 1.9	4 33.3 4.0 1.9	4 33.3 3.7 1.9	4 33.3 4.1 1.9	4 33.3 4.6 1.9	0 0.0 0.0 0.0	2 16.7 4.4 0.9	1 8.3 2.6 0.5	2 16.7 6.5 0.9	12 5.6
Not At All	1.	6 40.0 9.5 2.8	1 6.7 3.6 0.5	6 40.0 5.0 2.8	6 40.0 5.9 2.8	7 46.7 6.0 3.3	6 40.0 6.0 2.8	6 40.0 5.5 2.8	3 20.0 3.1 1.4	4 26.7 4.6 1.9	1 6.7 3.3 0.5	2 13.3 4.4 0.9	1 6.7 2.6 0.5	2 13.3 6.5 0.9	15 7.0
|	2.	14 28.0 22.2 6.6	5 10.0 17.9 2.3	28 56.0 23.3 13.1	22 44.0 21.6 10.3	26 52.0 22.2 12.2	23 46.0 23.0 10.8	24 48.0 22.0 11.3	24 48.0 24.5 11.3	22 44.0 25.3 10.3	5 10.0 16.7 2.3	6 12.0 13.3 2.8	6 12.0 15.8 2.8	5 10.0 16.1 2.3	50 23.5
|	3.	19 33.3 30.2 8.9	5 8.8 17.9 2.3	32 56.1 26.7 15.0	29 50.9 28.4 13.6	33 57.9 28.2 15.5	26 45.6 26.0 12.2	30 52.6 27.5 14.1	27 47.4 27.6 12.7	22 38.6 25.3 10.3	12 21.1 40.0 5.6	17 29.8 37.8 8.0	15 26.3 39.5 7.0	7 12.3 22.6 3.3	57 26.8
|	4.	17 30.9 27.0 8.0	11 20.0 39.3 5.2	34 61.8 28.3 16.0	25 45.5 24.5 11.7	30 54.5 25.6 14.1	26 47.3 26.0 12.2	29 52.7 26.6 13.6	25 45.5 25.5 11.7	22 40.0 25.3 10.3	7 12.7 23.3 3.3	13 23.6 28.9 6.1	11 20.0 28.9 5.2	10 18.2 32.3 4.7	55 25.8
Great Extent	5.	6 25.0 9.5 2.8	5 20.8 17.9 2.3	17 70.8 14.2 8.0	16 66.7 15.7 7.5	17 70.8 14.5 8.0	15 62.5 15.0 7.0	16 66.7 14.7 7.5	15 62.5 15.3 7.0	13 54.2 14.9 6.1	5 20.8 16.7 2.3	5 20.8 11.1 2.3	4 16.7 10.5 1.9	5 20.8 16.1 2.3	24 11.3
	COLUMN TOTAL	63 29.6	28 13.1	120 56.3	102 47.9	117 54.9	100 46.9	109 51.2	98 46.0	87 40.8	30 14.1	45 21.1	38 17.8	31 14.6	213 100.0

TABLE IV-24F

Crosstabulation of the Perception of the Title IV Project Director of the Extent Which a Certain Factor (i.e., Ethnic Discrimination) Contributes to Educational Problems of Project Participants to Specific Project Objectives

HORIZONTAL: objectives — see Project Director Guide, P. 17;
VERTICAL: no response, not at all — great extent — see Project Director Guide, question 29

PD29F	COUNT ROW PCT COL PCT TOT PCT	OBJECTIVE: 1	2	3	4	5	6	7	8	9	10	11	12
No Response	0.	4 30.8 3.2 1.9	4 30.8 4.1 1.9	1 7.7 4.3 0.5	1 7.7 3.7 0.5	1 7.7 2.4 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 7.7 3.7 0.5	1 7.7 5.3 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 30.8 3.0 1.9
Not At All	1.	32 69.6 25.8 15.0	25 54.3 25.5 11.7	8 17.4 34.8 3.8	9 19.6 33.3 4.2	13 28.3 31.0 6.1	9 19.6 39.1 4.2	4 8.7 33.3 1.9	10 21.7 37.0 4.7	6 13.0 31.6 2.8	6 13.0 30.0 2.8	5 10.9 29.4 2.3	29 63.0 22.0 13.6
	2.	28 56.0 22.6 13.1	22 44.0 22.4 10.3	4 8.0 17.4 1.9	7 14.0 25.9 3.3	8 16.0 19.0 3.8	6 12.0 26.1 2.8	3 6.0 25.0 1.4	3 6.0 11.1 1.4	4 8.0 21.1 1.9	3 6.0 15.0 1.4	5 10.0 29.4 2.3	29 58.0 22.0 13.6
	3.	26 53.1 21.0 12.2	19 38.8 19.4 8.9	3 6.1 13.0 1.4	3 6.1 11.1 1.4	5 10.2 11.9 2.3	4 8.2 17.4 1.9	2 4.1 16.7 0.9	5 10.2 18.5 2.3	3 6.1 15.8 1.4	4 8.2 20.0 1.9	2 4.1 11.8 0.9	31 63.3 23.5 14.6
	4.	22 55.0 17.7 10.3	17 42.5 17.3 8.0	3 7.5 13.0 1.4	4 10.0 14.8 1.9	11 27.5 26.2 5.2	3 7.5 13.0 1.4	3 7.5 25.0 1.4	5 12.5 18.5 2.3	4 10.0 21.1 1.9	4 10.0 20.0 1.9	4 10.0 23.5 1.9	26 65.0 19.7 12.2
Great Extent	5.	12 80.0 9.7 5.6	11 73.3 11.2 5.2	4 26.7 17.4 1.9	3 20.0 11.1 1.4	4 26.7 9.5 1.9	1 6.7 4.3 0.5	0 0.0 0.0 0.0	3 20.0 11.1 1.4	1 6.7 5.3 0.5	3 20.0 15.0 1.4	1 6.7 5.9 0.5	13 86.7 9.8 6.1
COLUMN TOTAL		124 58.2	98 46.0	23 10.8	27 12.7	42 19.7	23 10.8	12 5.6	27 12.7	19 8.9	20 9.4	17 8.0	132 62.0

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TABLE IV-24F (continued)
Crosstabulation of the Perception of the Title IV Project Director of the Extent Which a Certain Factor (i.e., Ethnic Discrimination) Contributes to Educational Problems of Project Participants to Specific Project Objectives

HORIZONTAL: objectives — see Project Director Guide, P. 17;
VERTICAL: no response, not at all — great extent — see Project Director Guide, question 29

		OBJECTIVE:													
PD29F	COUNT ROW PCT COL PCT TOT PCT	13	14	15	16	17	18	19	20	21	22	23	24	25	ROW TOTAL
No Response	0.	1 7.7 1.6 0.5	1 7.7 3.6 0.5	3 23.1 2.5 1.4	4 30.8 3.9 1.9	5 38.5 4.3 2.3	4 30.8 4.0 1.9	5 38.5 4.6 2.3	5 38.5 5.1 2.3	4 30.8 4.6 1.9	0 0.0 0.0 0.0	3 23.1 6.7 1.4	1 7.7 2.6 0.5	3 23.1 9.7 1.4	13 6.1
Not At All	1.	16 34.8 25.4 7.5	7 15.2 25.0 3.3	24 52.2 20.0 11.3	22 47.8 21.6 10.3	26 56.5 22.2 12.2	23 50.0 23.0 10.8	25 54.3 22.9 11.7	22 47.8 22.4 10.3	21 45.7 24.1 9.9	6 13.0 20.0 2.8	5 10.9 11.1 2.3	5 10.9 13.2 2.3	4 8.7 12.9 1.9	46 21.6
	2.	17 34.0 27.0 8.0	5 10.0 17.9 2.3	26 52.0 21.7 12.2	20 40.0 19.6 9.4	25 50.0 21.4 11.7	21 42.0 21.0 9.9	24 48.0 22.0 11.3	22 44.0 22.4 10.3	19 38.0 21.8 8.9	6 12.0 20.0 2.8	9 18.0 20.0 4.2	10 20.0 26.3 4.7	5 10.0 16.1 2.3	50 23.5
	3.	13 26.5 20.6 6.1	7 14.3 25.0 3.3	32 65.3 26.7 15.0	27 55.1 26.5 12.7	29 59.2 24.8 13.6	27 55.1 27.0 12.7	27 55.1 24.8 12.7	24 49.0 24.5 11.3	23 46.9 26.4 10.8	10 20.4 33.3 4.7	11 22.4 24.4 5.2	9 18.4 23.7 4.2	8 16.3 25.8 3.8	49 23.0
	4.	13 32.5 20.6 6.1	4 10.0 14.3 1.9	23 57.5 19.2 10.8	19 47.5 18.6 8.9	21 52.5 17.9 9.9	18 45.0 18.0 8.5	18 45.0 16.5 8.5	17 42.5 17.3 8.0	13 32.5 14.9 6.1	5 12.5 16.7 2.3	11 27.5 24.4 5.2	7 17.5 18.4 3.3	8 20.0 25.8 3.8	40 18.8
Great Extent	5.	3 20.0 4.8 1.4	4 26.7 14.3 1.9	12 80.0 10.0 5.6	10 66.7 9.8 4.7	11 73.3 9.4 5.2	7 46.7 7.0 3.3	10 66.7 9.2 4.7	8 53.3 8.2 3.8	7 46.7 8.0 3.3	3 20.0 10.0 1.4	6 40.0 13.3 2.8	6 40.0 15.8 2.8	3 20.0 9.7 1.4	15 7.0
	COLUMN TOTAL	63 29.6	28 13.1	120 56.3	102 47.9	117 54.9	100 46.9	109 51.2	98 46.0	87 40.8	30 14.1	45 21.1	36 17.8	31 14.6	213 100.0

TABLE IV-24G

Crosstabulation of the Perception of the Title IV Project Director of the Extent Which a Certain Factor (i.e., Health Problems) Contributes to Educational Problems of Project Participants to Specific Project Objectives

HORIZONTAL: objectives — see Project Director Guide, P. 17;
VERTICAL: no response, not at all — great extent — see Project Director Guide, question 29

PD29G		COUNT ROW PCT COL PCT TOT PCT	OBJECTIVE: 1	2	3	4	5	6	7	8	9	10	11	12
No Response	0.		4 30.8 3.2 1.9	3 23.1 3.1 1.4	1 7.7 4.3 0.5	1 7.7 3.7 0.5	1 7.7 2,4 0.5	0 0.0 0.0 0.0	1 7.7 8.3 0.5	1 7.7 3.7 0.5	1 7.7 5.3 0.5	1 7.7 5.0 0.5	0 0.0 0.0 0.0	4 30.8 3.0 1.9
Not At All	1.		26 81.3 21.0 12.2	17 53.1 17.3 8.0	4 12.5 17.4 1.9	6 18.8 22.2 2.8	9 28.1 21.4 4.2	3 9.4 13.0 1.4	3 9.4 25.0 1.4	2 6.3 7.4 0.9	2 6.3 10.5 0.9	2 6.3 10.0 0.9	3 9.4 17.6 1.4	24 75.0 18.2 11.3
	2.		40 54.8 32.3 18.8	33 45.2 33.7 15.5	6 8.2 26.1 2.8	11 15.1 40.7 5.2	16 21.9 38.1 7.5	10 13.7 43.5 4.7	5 6.8 41.7 2,3	10 13.7 37.0 4.7	7 9.6 36.8 3.3	8 11.0 40.0 3.8	6 8.2 35.3 2.8	43 58.9 32.6 20.2
	3.		37 57.8 29.8 17.4	28 43.8 28.6 13.1	5 7.8 21.7 2.3	3 4.7 11.1 1.4	7 10.9 16.7 3.3	7 10.9 30.4 3.3	2 3.1 16.7 0.9	8 12.5 29.6 3.8	5 7.8 26.3 2.3	4 6.3 20.0 1.9	4 6.3 23.5 1.9	39 60.9 29.5 18.3
	4.		13 54.2 10.5 6.1	14 58.3 14.3 6.6	7 29.2 30.4 3.3	5 20.8 18.5 2.3	6 25.0 14.3 2.8	3 12.5 13.0 1.4	1 4.2 8.3 0.5	5 20.8 18.5 2.3	4 16.7 21.1 1.9	5 20.8 25.0 2.3	3 12.5 17.6 1.4	17 70.8 12.9 8.0
Great Extent	5.		4 57.1 3.2 1.9	3 42.9 3.1 1.4	0 0.0 0.0 0.0	1 14.3 3.7 0.5	3 42.9 7.1 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 14.3 3.7 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 14.3 5.9 0.5	5 71.4 3.8 2.3
COLUMN TOTAL			124 58.2	98 46.0	23 10.8	27 12.7	42 19.7	23 10.8	12 5.6	27 12.7	19 8.9	20 9.4	17 8.0	132 62.0

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TABLE IV-24G (continued)

Crosstabulation of the Perception of the Title IV Project Director of the Extent Which a Certain Factor (i.e., Health Problems) Contributes to Educational Problems of Project Participants to Specific Project Objectives

HORIZONTAL: objectives — see Project Director Guide, P. 17;
VERTICAL: no response, not at all — great extent — see Project Director Guide, question 29

PD29G	COUNT ROW PCT COL PCT TOT PCT	OBJECTIVE: 13	14	15	16	17	18	19	20	21	22	23	24	25	ROW TOTAL
No Response	0.	1 7.7 1.6 0.5	1 7.7 3.6 0.5	3 23.1 2.5 1.4	4 30.8 3.9 1.9	4 30.8 3.4 1.9	4 30.8 4.0 1.9	4 30.8 3.7 1.9	4 30.8 4.1 1.9	4 30.8 4.6 1.9	0 0.0 0.0 0.0	2 15.4 4.4 0.9	1 7.7 2.6 0.5	2 15.4 6.5 0.9	13 6.1
Not At All	1.	10 31.3 15.9 4.7	2 6.3 7.1 0.9	14 43.8 11.7 6.6	12 37.5 11.8 5.6	18 56.3 15.4 8.5	15 46.9 15.0 7.0	16 50.0 14.7 7.5	14 43.8 14.3 6.6	12 37.5 13.8 5.6	2 6.3 6.7 0.9	2 6.3 4.4 0.9	4 12.5 10.5 1.9	2 6.3 6.5 0.9	32 15.0
	2.	22 30.1 34.9 10.3	12 16.4 42.9 5.6	45 61.6 37.5 21.1	32 43.8 31.4 15.0	39 53.4 33.3 18.3	33 45.2 33.0 15.5	36 49.3 33.0 16.9	33 45.2 33.7 15.5	29 39.7 33.3 13.6	12 16.4 40.0 5.6	13 17.8 28.9 6.1	15 20.5 39.5 7.0	11 15.1 35.5 5.2	73 34.3
	3.	20 31.3 31.7 9.4	4 6.3 14.3 1.9	37 57.8 30.8 17.4	33 51.6 32.4 15.5	38 59.4 32.5 17.8	32 50.0 32.0 15.0	35 54.7 32.1 16.4	32 50.0 32.7 15.0	27 42.2 31.0 12.7	9 14.1 30.0 4.2	17 26.6 37.8 8.0	10 15.6 26.3 4.7	7 10.9 22.6 3.3	64 30.0
	4.	8 33.3 12.7 3.8	7 29.2 25.0 3.3	14 58.3 11.7 6.6	16 66.7 15.7 7.5	14 58.3 12.0 6.6	11 45.8 11.0 5.2	13 54.2 11.9 6.1	11 45.8 11.2 5.2	12 50.0 13.8 5.6	7 29.2 23.3 3.3	7 29.2 15.6 3.3	7 29.2 18.4 3.3	9 37.5 29.0 4.2	24 11.3
Great Extent	5.	2 28.6 3.2 0.9	2 28.6 7.1 0.9	7 100.0 5.8 3.3	5 71.4 4.9 2.3	4 57.1 3.4 1.9	5 71.4 5.0 2.3	5 71.4 4.6 2.3	4 57.1 4.1 1.9	3 42.9 3.4 1.4	0 0.0 0.0 0.0	4 57.1 8.9 1.9	1 14.3 2.6 0.5	0 0.0 0.0 0.0	7 3.3
	COLUMN TOTAL	63 29.6	28 13.1	120 56.3	102 47.9	117 54.9	100 46.9	109 51.2	98 46.0	87 40.8	30 14.1	45 21.1	38 17.8	31 14.6	213 100.0

TABLE IV-25A

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Remedial Reading) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which Those Activities Helped to Overcome Academic Difficulties in Project Participants

HORIZONTAL: no response, somewhat effective — very effective, does not apply — for both staff and parent committee members; see Project Staff Questionnaire, question 26 and Parent Committee Interview, question 24;

VERTICAL: number of staff reported involved (none, 1, 2, 3, 4)

COUNT ROW PCT COL PCT TOT PCT	Staff 26					PC24					
STAFF901 Number of Staff Involved	No Response	Somewhat Effective	Moderately Effective	Very Effective	Not Applicable	No Response	Somewhat Effective	Moderately Effective	Very Effective	Not Applicable	ROW TOTAL
0	23 30.3 100.0 10.8	5 6.6 33.3 2.3	24 31.6 24.5 11.3	11 14.5 18.3 5.2	13 17.1 76.5 6.1	6 7.9 66.7 2.8	7 9.2 41.2 3.3	29 38.2 29.0 13.6	23 30.3 30.7 10.8	11 14.5 91.7 5.2	76 35.7
1	0 0.0 0.0 0.0	5 7.9 33.3 2.3	35 55.6 35.7 16.4	19 30.2 31.7 8.9	4 6.3 23.5 1.9	2 3.2 22.2 0.9	8 12.7 47.1 3.8	32 50.8 32.0 15.0	21 33.3 28.0 9.9	0 0.0 0.0 0.0	63 29.6
2	0 0.0 0.0 0.0	4 9.8 26.7 1.9	20 48.8 20.4 9.4	17 41.5 28.3 8.0	0 0.0 0.0 0.0	1 2.4 11.1 0.5	2 4.9 11.8 0.9	21 51.2 21.0 9.9	17 41.5 22.7 8.0	0 0.0 0.0 0.0	41 19.2
3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	12 54.5 12.2 5.6	10 45.5 16.7 4.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	14 63.6 14.0 6.6	8 36.4 10.7 3.8	0 0.0 0.0 0.0	22 10.3
4	0 0.0 0.0 0.0	1 9.1 6.7 0.5	7 63.6 7.1 3.3	3 27.3 5.0 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 36.4 4.0 1.9	6 54.5 8.0 2.8	1 9.1 8.3 0.5	11 5.2
COLUMN TOTAL	23 10.8	15 7.0	98 46.0	60 28.2	17 8.0	9 4.2	17 8.0	100 46.9	75 35.2	12 5.6	213 100.0

NOTE 1: The horizontal scale which applies to all tables 25A – 25H and 26A – 26H is:

No Response (0)	Not Effective (1)	Somewhat Effective (2)	Moderately Effective (3)	Very Effective (4)	Not Applicable (5)

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TABLE IV-25B

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Remedial Mathematics) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which Those Activities Helped to Overcome Academic Difficulties in Project Participants

HORIZONTAL: no response, somewhat effective – very effective, does not apply – for both staff and parent committee members; see Project Staff Questionnaire, question 26 and Parent Committee Interveiw, question 24;

VERTICAL: number of staff rcported involved (none, 1. 2, 3, 4)

STAFF902	COUNT ROW PCT COL PCT TOT PCT	STAFF26 0.	2.	3.	4.	5.	PC24 0.	2.	3.	4.	5.	ROW TOTAL
Number of Staff Involved	0.	23 24.0 100.0 10.8	5 5.2 33.3 2.3	36 37.5 36.7 16.9	18 18.8 30.0 8.5	14 14.6 82.4 6.6	8 8.3 88.9 3.8	10 10.4 58.8 4.7	36 37.5 36.0 16.9	31 32.3 41.3 14.6	11 11.5 91.7 5.2	96 45.1
	1.	0 0.0 0.0 0.0	7 10.9 46.7 3.3	35 54.7 35.7 16.4	21 32.8 35.0 9.9	1 1.6 5.9 0.5	1 1.6 11.1 0.5	5 7.8 24.4 2.3	37 57.8 37.0 17.4	21 32.8 28.0 9.9	0 0.0 0.0 0.0	64 30.0
	2.	0 0.0 0.0 0.0	3 10.7 20.0 1.4	10 35.7 10.2 4.7	13 46.4 21.7 6.1	2 7.1 11.8 0.9	0 0.0 0.0 0.0	2 7.1 11.8 0.9	15 53.6 15.0 7.0	11 39.3 14.7 5.2	0 0.0 0.0 0.0	28 13.1
	3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	13 68.4 13.3 6.1	6 31.6 10.0 2.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	10 52.6 10.0 4.7	9 47.4 12.0 4.2	0 0.0 0.0 0.0	19 8.9
	4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 66.7 4.1 1.9	2 33.3 3.3 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 33.3 2.0 0.9	3 50.0 4.0 1.4	1 16.7 8.3 0.5	6 2.8
	COLUMN TOTAL	23 10.8	15 7.0	98 46.0	60 28.2	17 8.0	9 4.2	17 8.0	100 46.9	75 35.2	12 5.6	213 100.0

NOTE 1: **The horizontal scale which applies to all tables 25A – 25H and 26A – 26H is:**

No Response (0)	Not Effective (1)	Somewhat Effective (2)	Moderately Effective (3)	Very Effective (4)	Not Applicable (5)

TABLE IV-25C

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Native Language and Culture Heritage) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which Those Activities Helped to Overcome Academic Difficulties in Project Participants

HORIZONTAL: no response, somewhat effective — very effective, does not apply — for both staff and parent committee members; see Project Staff Questionnaire, question 26 and Parent Committee Interview, question 24;

VERTICAL: number of staff reported involved (none, 1, 2, 3, 4)

	STAFF26					PC24					
TAFF912 (Number of Staff Involved) — COUNT ROW PCT COL PCT TOT PCT	0.	2.	3.	4.	5.	0.	2.	3.	4.	5.	ROW TOTAL
0.	23 30.7 100.0 10.8	5 6.7 33.3 2.3	29 38.7 29.6 13.6	15 20.0 25.0 7.0	3 4.0 17.6 1.4	8 10.7 88.9 3.8	10 13.3 58.8 4.7	24 32.0 24.0 11.3	27 36.0 36.0 12.7	6 8.0 50.0 2.8	75 35.2
1.	0 0.0 0.0 0.0	4 6.6 26.7 1.9	33 54.1 33.7 15.5	15 24.6 25.0 7.0	9 14.8 52.9 4.2	0 0.0 0.0 0.0	5 8.2 29.4 2.3	32 52.5 32.0 15.0	20 32.8 26.7 9.4	4 6.6 33.3 1.9	61 28.6
2.	0 0.0 0.0 0.0	3 7.5 20.0 1.4	22 55.0 22.4 10.3	11 27.5 18.3 5.2	4 10.0 23.5 1.9	1 2.5 11.1 0.5	0 0.0 0.0 0.0	20 50.0 20.0 9.4	18 45.0 24.0 8.5	1 2.5 8.3 0.5	40 18.8
3.	0 0.0 0.0 0.0	2 9.1 13.3 0.9	9 40.9 9.2 4.2	11 50.0 18.3 5.2	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 4.5 5.9 0.5	15 68.2 15.0 7.0	6 27.3 8.0 2.8	0 0.0 0.0 0.0	22 10.3
4.	0 0.0 0.0 0.0	1 6.7 6.7 0.5	5 33.3 5.1 2.3	8 53.3 13.3 3.8	1 6.7 5.9 0.5	0 0.0 0.0 0.0	1 6.7 5.9 0.5	9 60.0 9.0 4.2	4 26.7 5.3 1.9	1 6.7 8.3 0.5	15 7.0
COLUMN TOTAL	23 10.8	15 7.0	98 46.0	60 28.2	17 8.0	9 4.2	17 8.0	100 46.9	75 35.2	12 5.6	213 100.0

NOTE 1: The horizontal scale which applies to all tables 25A – 25H and 26A – 26H is:

No Response	Not Effective	Somewhat Effective	Moderately Effective	Very Effective	Not Applicable
(0)	(1)	(2)	(3)	(4)	(5)

TABLE IV-25D

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Counselling and Guidance) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which Those Activities Helped to Overcome Academic Difficulties in Project Participants.

HORIZONTAL: no response, somewhat effective – very effective, does not apply – for both staff and parent committee members; see Project Staff Questionnaire, question 26 and Parent Committee Interview, question 24;

VERTICAL: number of staff reported involved (none, 1, 2, 3, 4)

COUNT ROW PCT COL PCT TOT PCT	STAFF26 0.	2.	3.	4.	5.	PC24 0.	2.	3.	4.	5.	ROW TOTAL
TAFF915											
Number of Staff Involved 0.	23 27.1 100.0 10.8	8 9.4 53.3 3.8	32 37.6 32.7 15.0	16 18.8 26.7 7.5	6 7.1 35.3 2.8	8 9.4 88.9 3.8	9 10.6 52.9 4.2	30 35.3 30.0 14.1	28 32.9 37.3 13.1	10 11.8 83.3 4.7	85 39.9
1.	0 0.0 0.0 0.0	3 4.6 20.0 1.4	38 58.5 38.8 17.8	18 27.7 30.0 8.5	6 9.2 35.3 2.8	1 1.5 11.1 0.5	5 7.7 29.4 2.3	32 49.2 32.0 15.0	25 38.5 33.3 11.7	2 3.1 16.7 0.9	65 30.5
2.	0 0.0 0.0 0.0	3 7.9 20.0 1.4	16 42.1 16.3 7.5	17 44.7 28.3 8.0	2 5.3 11.8 0.9	0 0.0 0.0 0.0	1 2.6 5.9 0.5	24 63.2 24.0 11.3	13 34.2 17.3 6.1	0 0.0 0.0 0.0	38 17.8
3.	0 0.0 0.0 0.0	1 5.6 6.7 0.5	10 55.6 10.2 4.7	6 33.3 10.0 2.8	1 5.6 5.9 0.5	0 0.0 0.0 0.0	1 5.6 5.9 0.5	11 61.1 11.0 5.2	6 33.3 8.0 2.8	0 0.0 0.0 0.0	18 8.5
4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 28.6 2.0 0.9	3 42.9 5.0 1.4	2 28.6 11.8 0.9	0 0.0 0.0 0.0	1 14.3 5.9 0.5	3 42.9 3.0 1.4	3 42.9 4.0 1.4	0 0.0 0.0 0.0	7 3.3
COLUMN TOTAL	23 10.8	15 7.0	98 46.0	60 28.2	17 8.0	9 4.2	17 8.0	100 46.9	75 35.2	12 5.6	213 100.0

NOTE 1: **The horizontal scale which applies to all tables 25A – 25H and 26A – 26H is:**

No Response (0)	Not Effective (1)	Somewhat Effective (2)	Moderately Effective (3)	Very Effective (4)	Not Applicable (5)

TABLE IV-25E

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Attendance) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which Those Activities Helped to Overcome Academic Difficulties in Project Participants

HORIZONTAL: no response, somewhat effective – very effective, does not apply – for both staff and parent committee members; see Project Staff Questionnaire, question 26 and Parent Committee Interview, question 24;

VERTICAL: number of staff reported involved (none, 1, 2, 3, 4)

```
                  STAFF26                                                  PC24
          COUNT  I
        ROW PCT  I                                                                                                          ROW
        COL PCT  I                                                                                                          TOTAL
        TOT PCT  I      0.I      2.I      3.I      4.I      5.    0.I      2.I      3.I      4.I      5.I
TAFF910 ---------I--------I--------I--------I--------I-------- --------I--------I--------I--------I--------I
             0.  I     23 I      8 I     29 I     17 I      8      8 I     10 I     31 I     25 I     11 I     85
Number           I   27.1 I    9.4 I   34.1 I   20.0 I    9.4    9.4 I   11.8 I   36.5 I   29.4 I   12.9 I   39.9
of Staff         I  100.0 I   53.3 I   29.6 I   28.3 I   47.1   88.9 I   58.8 I   31.0 I   33.3 I   91.7 I
Involved         I   10.8 I    3.8 I   13.6 I    8.0 I    3.8    3.8 I    4.7 I   14.6 I   11.7 I    5.2 I
                -I--------I--------I--------I--------I-------- --------I--------I--------I--------I--------I
             1.  I      0 I      4 I     35 I     17 I      4      0 I      4 I     32 I     23 I      1 I     60
                 I    0.0 I    6.7 I   58.3 I   28.3 I    6.7    0.0 I    6.7 I   53.3 I   38.3 I    1.7 I   28.2
                 I    0.0 I   26.7 I   35.7 I   28.3 I   23.5    0.0 I   23.5 I   32.0 I   30.7 I    8.3 I
                 I    0.0 I    1.9 I   16.4 I    8.0 I    1.9    0.0 I    1.9 I   15.0 I   10.8 I    0.5 I
                -I--------I--------I--------I--------I-------- --------I--------I--------I--------I--------I
             2.  I      0 I      1 I     18 I     13 I      3      1 I      1 I     19 I     14 I      0 I     35
                 I    0.0 I    2.9 I   51.4 I   37.1 I    8.6    2.9 I    2.9 I   54.3 I   40.0 I    0.0 I   16.4
                 I    0.0 I    6.7 I   18.4 I   21.7 I   17.6   11.1 I    5.9 I   19.0 I   18.7 I    0.0 I
                 I    0.0 I    0.5 I    8.5 I    6.1 I    1.4    0.5 I    0.5 I    8.9 I    6.6 I    0.0 I
                -I--------I--------I--------I--------I-------- --------I--------I--------I--------I--------I
             3.  I      0 I      2 I     14 I     11 I      1      0 I      1 I     16 I     11 I      0 I     28
                 I    0.0 I    7.1 I   50.0 I   39.3 I    3.6    0.0 I    3.6 I   57.1 I   39.3 I    0.0 I   13.1
                 I    0.0 I   13.3 I   14.3 I   18.3 I    5.9    0.0 I    5.9 I   16.0 I   14.7 I    0.0 I
                 I    0.0 I    0.9 I    6.6 I    5.2 I    0.5    0.0 I    0.5 I    7.5 I    5.2 I    0.0 I
                -I--------I--------I--------I--------I-------- --------I--------I--------I--------I--------I
             4.  I      0 I      0 I      2 I      2 I      1      0 I      1 I      2 I      2 I      0 I      5
                 I    0.0 I    0.0 I   40.0 I   40.0 I   20.0    0.0 I   20.0 I   40.0 I   40.0 I    0.0 I    2.3
                 I    0.0 I    0.0 I    2.0 I    3.3 I    5.9    0.0 I    5.9 I    2.0 I    2.7 I    0.0 I
                 I    0.0 I    0.0 I    0.9 I    0.9 I    0.5    0.0 I    0.5 I    0.9 I    0.9 I    0.0 I
                -I--------I--------I--------I--------I-------- --------I--------I--------I--------I--------I
         COLUMN         23       15       98       60       17        9       17      100       75       12      213
          TOTAL       10.8      7.0     46.0     28.2      8.0      4.2      8.0     46.9     35.2      5.6    100.0
```

NOTE 1: **The horizontal scale which applies to all tables 25A – 25H and 26A – 26H is:**

No Response (0)	Not Effective (1)	Somewhat Effective (2)	Moderately Effective (3)	Very Effective (4)	Not Applicable (5)

A-63

TABLE IV-25F

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Self Concept) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which Those Activities Helped to Overcome Academic Difficulties in Project Participants

HORIZONTAL: no response, somewhat effective – very effective, does not apply – for both staff and parent committee members; see Project Staff Questionnaire, question 26 and Parent Committee Interview, question 24;

VERTICAL: number of staff reported involved (none, 1, 2, 3, 4)

COUNT ROW PCT COL PCT TOT PCT	STAFF26					PC24					ROW TOTAL
STAFF917	0.	2.	3.	4.	5.	0.	2.	3.	4.	5.	
Number of Staff Involved 0.	23 37.1 100.0 10.8	5 8.1 33.3 2.3	18 29.0 18.4 8.5	9 14.5 15.0 4.2	7 11.3 41.2 3.3	7 11.3 77.8 3.3	8 12.9 47.1 3.8	22 35.5 22.0 10.3	17 27.4 22.7 8.0	8 12.9 66.7 3.8	62 29.1
1.	0 0.0 0.0 0.0	4 8.2 26.7 1.9	27 55.1 27.6 12.7	13 26.5 21.7 6.1	5 10.2 29.4 2.3	2 4.1 22.2 0.9	5 10.2 29.4 2.3	23 46.9 23.0 10.8	18 36.7 24.0 8.5	1 2.0 8.3 0.5	49 23.0
2.	0 0.0 0.0 0.0	4 9.8 26.7 1.9	22 53.7 22.4 10.3	13 31.7 21.7 6.1	2 4.9 11.8 0.9	0 0.0 0.0 0.0	2 4.9 11.8 0.9	22 53.7 22.0 10.3	15 36.6 20.0 7.0	2 4.9 16.7 0.9	41 19.2
3.	0 0.0 0.0 0.0	1 2.0 6.7 0.5	29 58.0 29.6 13.6	19 38.0 31.7 8.9	1 2.0 5.9 0.5	0 0.0 0.0 0.0	2 4.0 11.8 0.9	27 54.0 27.0 12.7	20 40.0 26.7 9.4	1 2.0 8.3 0.5	50 23.5
4.	0 0.0 0.0 0.0	1 9.1 6.7 0.5	2 18.2 2.0 0.9	6 54.5 10.0 2.8	2 18.2 11.8 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 54.5 6.0 2.8	5 45.5 6.7 2.3	0 0.0 0.0 0.0	11 5.2
COLUMN TOTAL	23 10.8	15 7.0	98 46.0	60 28.2	17 8.0	9 4.2	17 8.0	100 46.9	75 35.2	12 5.6	213 100.0

NOTE 1: The horizontal scale which applies to all tables 25A – 25H and 26A – 26H is:

No Response (0)	Not Effective (1)	Somewhat Effective (2)	Moderately Effective (3)	Very Effective (4)	Not Applicable (5)

TABLE IV-25G

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Responsibility and Self-Direction) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which Those Activities Helped to Overcome Academic Difficulties in Project Participants

HORIZONTAL: no response, somewhat effective – very effective, does not apply – for both staff and parent committee members; see Project Staff Questionnaire, question 26 and Parent Committee Interview, question 24;

VERTICAL: number of staff reported involved (none, 1, 2, 3, 4)

STAFF918 (Number of Staff Involved)	COUNT ROW PCT COL PCT TOT PCT	STAFF26 0.	2.	3.	4.	5.	PC24 0.	2.	3.	4.	5.	ROW TOTAL
0.		23 31.5 100.0 10.8	6 8.2 40.0 2.8	23 31.5 23.5 10.8	13 17.8 21.7 6.1	8 11.0 47.1 3.8	8 11.0 88.9 3.8	8 11.0 47.1 3.8	28 38.4 28.0 13.1	20 27.4 26.7 9.4	9 12.3 75.0 4.2	73 34.3
1.		0 0.0 0.0 0.0	4 7.4 26.7 1.9	30 55.6 30.6 14.1	16 29.6 26.7 7.5	4 7.4 23.5 1.9	1 1.9 11.1 0.5	5 9.3 29.4 2.3	27 50.0 27.0 12.7	20 37.0 26.7 9.4	1 1.9 8.3 0.5	54 25.4
2.		0 0.0 0.0 0.0	3 7.7 20.0 1.4	21 53.8 21.4 9.9	12 30.8 20.0 5.6	3 7.7 17.6 1.4	0 0.0 0.0 0.0	3 7.7 17.6 1.4	22 56.4 22.0 10.3	13 33.3 17.3 6.1	1 2.6 8.3 0.5	39 18.3
3.		0 0.0 0.0 0.0	2 4.8 13.3 0.9	21 50.0 21.4 9.9	18 42.9 30.0 8.5	1 2.4 5.9 0.5	0 0.0 0.0 0.0	1 2.4 5.9 0.5	22 52.4 22.0 10.3	18 42.9 24.0 8.5	1 2.4 8.3 0.5	42 19.7
4.		0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 60.0 3.1 1.4	1 20.0 1.7 0.5	1 20.0 5.9 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 20.0 1.0 0.5	4 80.0 5.3 1.9	0 0.0 0.0 0.0	5 2.3
COLUMN TOTAL		23 10.8	15 7.0	98 46.0	60 28.2	17 8.0	9 4.2	17 8.0	100 46.9	75 35.2	12 5.6	213 100.0

NOTE 1: The horizontal scale which applies to all tables 25A – 25H and 26A – 26H is:

No Response (0)	Not Effective (1)	Somewhat Effective (2)	Moderately Effective (3)	Very Effective (4)	Not Applicable (5)

TABLE IV-25H

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Attitude Toward School) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which Those Activities Helped to Overcome Academic Difficulties in Project Participants

HORIZONTAL: no response, somewhat effective – very effective, does not apply – for both staff and parent committee members; see Project Staff Questionnaire, question 26 and Parent Committee Interview, question 24;

VERTICAL: number of staff reported involved (none, 1, 2, 3, 4)

		STAFF26					PC24					
STAFF919 **Number of Staff Involved**	COUNT ROW PCT COL PCT TOT PCT	0.	2.	3.	4.	5.	0.	2.	3.	4.	5.	ROW TOTAL
	0.	23 37.1 100.0 10.8	4 6.5 26.7 1.9	18 29.0 18.4 8.5	9 14.5 15.0 4.2	8 12.9 47.1 3.8	7 11.3 77.8 3.3	8 12.9 47.1 3.8	22 35.5 22.0 10.3	16 25.8 21.3 7.5	9 14.5 75.0 4.2	62 29.1
	1.	0 0.0 0.0 0.0	5 8.9 33.3 2.3	30 53.6 30.6 14.1	17 30.4 28.3 8.0	4 7.1 23.5 1.9	2 3.6 22.2 0.9	4 7.1 23.5 1.9	27 48.2 27.0 12.7	22 39.3 29.3 10.3	1 1.8 8.3 0.5	56 26.3
	2.	0 0.0 0.0 0.0	4 10.0 26.7 1.9	20 50.0 20.4 9.4	14 35.0 23.3 6.6	2 5.0 11.8 0.9	0 0.0 0.0 0.0	3 7.5 17.6 1.4	22 55.0 22.0 10.3	13 32.5 17.3 6.1	2 5.0 16.7 0.9	40 18.8
	3.	0 0.0 0.0 0.0	1 2.2 6.7 0.5	27 60.0 27.6 12.7	16 35.6 26.7 7.5	1 2.2 5.9 0.5	0 0.0 0.0 0.0	1 2.2 5.9 0.5	24 53.3 24.0 11.3	20 44.4 26.7 9.4	0 0.0 0.0 0.0	45 21.1
	4.	0 0.0 0.0 0.0	1 10.0 6.7 0.5	3 30.0 3.1 1.4	4 40.0 6.7 1.9	2 20.0 11.8 0.9	0 0.0 0.0 0.0	1 10.0 5.9 0.5	5 50.0 5.0 2.3	4 40.0 5.3 1.9	0 0.0 0.0 0.0	10 4.7
	COLUMN TOTAL	23 10.8	15 7.0	98 46.0	60 28.2	17 8.0	9 4.2	17 8.0	100 46.9	75 35.2	12 5.6	213 100.0

NOTE 1: The horizontal scale which applies to all tables 25A – 25H and 26A – 26H is:

No Response (0)	Not Effective (1)	Somewhat Effective (2)	Moderately Effective (3)	Very Effective (4)	Not Applicable (5)

A-66

TABLE IV-26A

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Remedial Reading) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Providing Supplemental Educational Services

HORIZONTAL: no response, somewhat effective — very effective, not applicable — for both staff and parent committee — see Project Staff Questionnaire, question 27 and Parent Committee Interview, question 25;

VERTICAL: number of staff reported involved (none, 1, 2, 3, 4)

STAFF901	COUNT ROW PCT COL PCT TOT PCT	STAFF27					PC25						ROW TOTAL
		0.	2.	3.	4.	5.	0.	1.	2.	3.	4.	5.	
Number of Staff Involved	0.	23 30.3 100.0 10.8	4 5.3 50.0 1.9	17 22.4 33.3 8.0	29 38.2 23.4 13.6	3 3.9 42.9 1.4	7 9.2 70.0 3.3	0 0.0 0.0 0.0	3 3.9 33.3 1.4	26 34.2 38.2 12.2	35 46.1 29.7 16.4	5 6.6 71.4 2.3	76 35.7
	1.	0 0.0 0.0 0.0	3 4.8 37.5 1.4	14 22.2 27.5 6.6	43 68.3 34.7 20.2	3 4.8 42.9 1.4	2 3.2 20.0 0.9	0 0.0 0.0 0.0	3 4.8 33.3 1.4	25 39.7 36.8 11.7	32 50.8 27.1 15.0	1 1.6 14.3 0.5	63 29.6
	2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	10 24.4 19.6 4.7	30 73.2 24.2 14.1	1 2.4 14.3 0.5	1 2.4 10.0 0.5	0 0.0 0.0 0.0	1 2.4 11.1 0.5	14 34.1 20.6 6.6	24 58.5 20.3 11.3	1 2.4 14.3 0.5	41 19.2
	3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	8 36.4 15.7 3.8	14 63.6 11.3 6.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 4.5 100.0 0.5	0 0.0 0.0 0.0	3 13.6 4.4 1.4	18 81.8 15.3 8.5	0 0.0 0.0 0.0	22 10.3
	4.	0 0.0 0.0 0.0	1 9.1 12.5 0.5	2 18.2 3.9 0.9	8 72.7 6.5 3.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 18.2 22.2 0.9	0 0.0 0.0 0.0	9 81.8 7.6 4.2	0 0.0 0.0 0.0	11 5.2
	COLUMN TOTAL	23 10.8	8 3.8	51 23.9	124 58.2	7 3.3	10 4.7	1 0.5	9 4.2	68 31.9	118 55.4	7 3.3	213 100.0

NOTE 1: The horizontal scale which applies to all tables 25A – 25H and 26A – 26H is:

No Response (0)	Not Effective (1)	Somewhat Effective (2)	Moderately Effective (3)	Very Effective (4)	Not Applicable (5)

TABLE IV-26B

Crosstabualtion of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Remedial Mathematics) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Providing Supplemental Educational Services

HORIZONTAL: no response, somewhat effective – very effective, not applicable – for both staff and parent committee – see Project Staff Questionnaire, question 27 and Parent Committee Interview, question 25;

VERTICAL: number of staff reported involved (none, 1, 2, 3, 4)

	STAFF27					PC25						
STAFF902 COUNT ROW PCT COL PCT TOT PCT	0.	2.	3.	4.	5.	0.	1.	2.	3.	4.	5.	ROW TOTAL
0. **Number of Staff Involved**	23 24.0 100.0 10.8	3 3.1 37.5 1.4	23 24.0 45.1 10.8	42 43.8 33.9 19.7	5 5.2 71.4 2.3	9 9.4 90.0 4.2	0 0.0 0.0 0.0	4 4.2 44.4 1.9	31 32.3 45.6 14.6	45 46.9 38.1 21.1	7 7.3 100.0 3.3	96 45.1
1.	0 0.0 0.0 0.0	4 6.3 50.0 1.9	13 20.3 25.5 6.1	46 71.9 37.1 21.6	1 1.6 14.3 0.5	1 1.6 10.0 0.5	1 1.6 100.0 0.5	3 4.7 33.3 1.4	26 40.6 38.2 12.2	33 51.6 28.0 15.5	0 0.0 0.0 0.0	64 30.0
2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 25.0 13.7 3.3	20 71.4 16.1 9.4	1 3.6 14.3 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 3.6 11.1 0.5	9 32.1 13.2 4.2	18 64.3 15.3 8.5	0 0.0 0.0 0.0	28 13.1
3.	0 0.0 0.0 0.0	1 5.3 12.5 0.5	7 36.8 13.7 3.3	11 57.9 8.9 5.2	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 5.3 11.1 0.5	2 10.5 2.9 0.9	16 84.2 13.6 7.5	0 0.0 0.0 0.0	19 8.9
4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 16.7 2.0 0.5	5 83.3 4.0 2.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 100.0 5.1 2.8	0 0.0 0.0 0.0	6 2.8
COLUMN TOTAL	23 10.8	8 3.8	51 23.9	124 58.2	7 3.3	10 4.7	1 0.5	9 4.2	68 31.9	118 55.4	7 3.3	213 100.0

NOTE 1: The horizontal scale which applies to all tables 25A – 25H and 26A – 26H is:

No Response (0)	Not Effective (1)	Somewhat Effective (2)	Moderately Effective (3)	Very Effective (4)	Not Applicable (5)

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TABLE IV-26C

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Native Language and Culture/Heritage) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project was Effective in Providing Supplemental Educational Services

HORIZONTAL: no response, somewhat effective – very effective, not applicable – for both staff and parent committee – see Project Staff Questionnaire, question 27 and Parent Committee Interview, question 25;

VERTICAL: number of staff reported involved (none, 1, 2, 3, 4)

STAFF912 (Number of Staff Involved)	COUNT ROW PCT COL PCT TOT PCT	STAFF27					PC25						ROW TOTAL
		0.	2.	3.	4.	5.	0.	1.	2.	3.	4.	5.	
0.		23 30.7 100.0 10.8	2 2.7 25.0 0.9	18 24.0 35.3 8.5	29 38.7 23.4 13.6	3 4.0 42.9 1.4	9 12.0 90.0 4.2	1 1.3 100.0 0.5	3 4.0 33.3 1.4	21 28.0 30.9 9.9	38 50.7 32.2 17.8	3 4.0 42.9 1.4	75 35.2
1.		0 0.0 0.0 0.0	3 4.9 37.5 1.4	18 29.5 35.3 8.5	38 62.3 30.6 17.8	2 3.3 28.6 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 3.3 22.2 0.9	21 34.4 30.9 9.9	36 59.0 30.5 16.9	2 3.3 28.6 0.9	61 28.6
2.		0 0.0 0.0 0.0	3 7.5 37.5 1.4	10 25.0 19.6 4.7	26 65.0 21.0 12.2	1 2.5 14.3 0.5	1 2.5 10.0 0.5	0 0.0 0.0 0.0	3 7.5 33.3 1.4	12 30.0 17.6 5.6	23 57.5 19.5 10.8	1 2.5 14.3 0.5	40 18.8
3.		0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 22.7 9.8 2.3	16 72.7 12.9 7.5	1 4.5 14.3 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 4.5 11.1 0.5	6 27.3 8.8 2.8	14 63.6 11.9 6.6	1 4.5 14.3 0.5	22 10.3
4.		0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	15 100.0 12.1 7.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	8 53.3 11.8 3.8	7 46.7 5.9 3.3	0 0.0 0.0 0.0	15 7.0
COLUMN TOTAL		23 10.8	8 3.8	51 23.9	124 58.2	7 3.3	10 4.7	1 0.5	9 4.2	68 31.9	118 55.4	7 3.3	213 100.0

NOTE 1: The horizontal scale which applies to all tables 25A – 25H and 26A – 26H is:

No Response (0)	Not Effective (1)	Somewhat Effective (2)	Moderately Effective (3)	Very Effective (4)	Not Applicable (5)

TABLE IV-26D

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Counselling and Guidance) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Providing Supplemental Educational Services

HORIZONTAL: no response, somewhat effective — very effective, not applicable — for both staff and parent committee — see Project Staff Questionnaire, question 27 and Parent Committee Interview, question 25;

VERTICAL: number of staff reported involved (none, 1, 2, 3, 4)

STAFF915 Number of Staff Involved	STAFF27					PC25						ROW TOTAL
COUNT ROW PCT COL PCT TOT PCT	0.	2.	3.	4.	5.	0.	1.	2.	3.	4.	5.	
0.	23 27.1 100.0 10.8	5 5.9 62.5 2.3	18 21.2 35.3 8.5	36 42.4 29.0 16.9	3 3.5 42.9 1.4	9 10.6 90.0 4.2	1 1.2 100.0 0.5	2 2.4 22.2 0.9	25 29.4 36.8 11.7	43 50.6 36.4 20.2	5 5.9 71.4 2.3	85 39.9
1.	0 0.0 0.0 0.0	2 3.1 25.0 0.9	17 26.2 33.3 8.0	44 67.7 35.5 20.7	2 3.1 28.6 0.9	1 1.5 10.0 0.5	0 0.0 0.0 0.0	3 4.6 33.3 1.4	24 36.9 35.3 11.3	36 55.4 30.5 16.9	1 1.5 14.3 0.5	65 30.5
2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	12 31.6 23.5 5.6	24 63.2 19.4 11.3	2 5.3 28.6 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 7.9 33.3 1.4	11 28.9 16.2 5.2	23 60.5 19.5 10.8	1 2.6 14.3 0.5	38 17.8
3.	0 0.0 0.0 0.0	1 5.6 12.5 0.5	2 11.1 3.9 0.9	15 83.3 12.1 7.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 5.6 11.1 0.5	5 27.8 7.4 2.3	12 66.7 10.2 5.6	0 0.0 0.0 0.0	18 8.5
4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 28.6 3.9 0.9	5 71.4 4.0 2.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 42.9 4.4 1.4	4 57.1 3.4 1.9	0 0.0 0.0 0.0	7 3.3
COLUMN TOTAL	23 10.8	8 3.8	51 23.9	124 58.2	7 3.3	10 4.7	1 0.5	9 4.2	68 31.9	118 55.4	7 3.3	213 100.0

NOTE 1: The horizontal scale which applies to all tables 25A — 25H and 26A — 26H is:

No Response (0)	Not Effective (1)	Somewhat Effective (2)	Moderately Effective (3)	Very Effective (4)	Not Applicable (5)

TABLE IV-26E

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Attendance) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Providing Supplemental Educational Services

HORIZONTAL: no response, somewhat effective — very effective, not applicable — for both staff and parent committee — see Project Staff Questionnaire, question 27 and Parent Committee Interview, question 25;

VERTICAL: number of staff reported involved (none, 1, 2, 3, 4)

STAFF916 Number of Staff Involved	COUNT / ROW PCT / COL PCT / TOT PCT	STAFF27 0.	2.	3.	4.	5.	PC25 0.	1.	2.	3.	4.	5.	ROW TOTAL
0.	COUNT	23	3	17	38	4	9	1	4	31	35	5	85
	ROW PCT	27.1	3.5	20.0	44.7	4.7	10.6	1.2	4.7	36.5	41.2	5.9	39.9
	COL PCT	100.0	37.5	33.3	30.6	57.1	90.0	100.0	44.4	45.6	29.7	71.4	
	TOT PCT	10.8	1.4	8.0	17.8	1.9	4.2	0.5	1.9	14.6	16.4	2.3	
1.	COUNT	0	4	18	37	1	0	0	2	20	37	1	60
	ROW PCT	0.0	6.7	30.0	61.7	1.7	0.0	0.0	3.3	33.3	61.7	1.7	28.2
	COL PCT	0.0	50.0	35.3	29.8	14.3	0.0	0.0	22.2	29.4	31.4	14.3	
	TOT PCT	0.0	1.9	8.5	17.4	0.5	0.0	0.0	0.9	9.4	17.4	0.5	
2.	COUNT	0	0	12	22	1	1	0	2	8	24	0	35
	ROW PCT	0.0	0.0	34.3	62.9	2.9	2.9	0.0	5.7	22.9	68.6	0.0	16.4
	COL PCT	0.0	0.0	23.5	17.7	14.3	10.0	0.0	22.2	11.8	20.3	0.0	
	TOT PCT	0.0	0.0	5.6	10.3	0.5	0.5	0.0	0.9	3.8	11.3	0.0	
3.	COUNT	0	0	4	23	1	0	0	1	7	19	1	28
	ROW PCT	0.0	0.0	14.3	82.1	3.6	0.0	0.0	3.6	25.0	67.9	3.6	13.1
	COL PCT	0.0	0.0	7.8	18.5	14.3	0.0	0.0	11.1	10.3	16.1	14.3	
	TOT PCT	0.0	0.0	1.9	10.8	0.5	0.0	0.0	0.5	3.3	8.9	0.5	
4.	COUNT	0	1	0	4	0	0	0	0	2	3	0	5
	ROW PCT	0.0	20.0	0.0	80.0	0.0	0.0	0.0	0.0	40.0	60.0	0.0	2.3
	COL PCT	0.0	12.5	0.0	3.2	0.0	0.0	0.0	0.0	2.9	2.5	0.0	
	TOT PCT	0.0	0.5	0.0	1.9	0.0	0.0	0.0	0.0	0.9	1.4	0.0	
COLUMN TOTAL		23	8	51	124	7	10	1	9	68	118	7	213
		10.8	3.8	23.9	58.2	3.3	4.7	0.5	4.2	31.9	55.4	3.3	100.0

NOTE 1: The horizontal scale which applies to all tables 25A – 25H and 26A – 26H is:

No Response (0)	Not Effective (1)	Somewhat Effective (2)	Moderately Effective (3)	Very Effective (4)	Not Applicable (5)

TABLE IV-26F

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Self Concept) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Providing Supplemental Educational Services

HORIZONTAL: no response, somewhat effective – very effective, not applicable – for both staff and parent committee – see Project Staff Questionnaire, question 27 and Parent Committee Interview, question 25;

VERTICAL: number of staff reported involved (none, 1, 2, 3, 4)

COUNT ROW PCT COL PCT TOT PCT	STAFF27					PC25						ROW TOTAL
TAFF917 (Number of Staff Involved)	0.	2.	3.	4.	5.	0.	1.	2.	3.	4.	5.	
0.	23 37.1 100.0 10.8	4 6.5 50.0 1.9	10 16.1 15.6 4.7	21 33.9 16.9 9.9	4 6.5 57.1 1.9	8 12.9 80.0 3.8	1 1.6 100.0 0.5	2 3.2 22.2 0.9	24 38.7 35.3 11.3	24 38.7 20.3 11.3	3 4.8 42.9 1.4	62 29.1
1.	0 0.0 0.0 0.0	2 4.1 25.0 0.9	16 32.7 31.4 7.5	30 61.2 24.2 14.1	1 2.0 14.3 0.5	2 4.1 20.0 0.9	0 0.0 0.0 0.0	1 2.0 11.1 0.5	16 32.7 23.5 7.5	29 59.2 24.6 13.6	1 2.0 14.3 0.5	49 23.0
2.	0 0.0 0.0 0.0	2 4.9 25.0 0.9	16 39.0 31.4 7.5	21 51.2 16.9 9.9	2 4.9 28.6 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 9.8 44.4 1.9	13 31.7 19.1 6.1	21 51.2 17.8 9.9	3 7.3 42.9 1.4	41 19.2
3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	8 16.0 15.7 3.8	42 84.0 33.9 19.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.0 11.1 0.5	12 24.0 17.6 5.6	37 74.0 31.4 17.4	0 0.0 0.0 0.0	50 23.5
4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 9.1 2.0 0.5	10 90.9 8.1 4.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 9.1 11.1 0.5	3 27.3 4.4 1.4	7 63.6 5.9 3.3	0 0.0 0.0 0.0	11 5.2
COLUMN TOTAL	23 10.8	8 3.8	51 23.9	124 58.2	7 3.3	10 4.7	1 0.5	9 4.2	68 31.9	118 55.4	7 3.3	213 100.0

NOTE 1: The horizontal scale which applies to all tables 25A – 25H and 26A – 26H is:

No Response (0)	Not Effective (1)	Somewhat Effective (2)	Moderately Effective (3)	Very Effective (4)	Not Applicable (5)

TABLE IV-26G

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Responsibility and Self Direction) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Providing Supplemental Educational Services

HORIZONTAL: no response, somewhat effective — very effective, not applicable — for both staff and parent committee — see Project Staff Questionnaire, question 27 and Parent Committee Interview, question 25;

VERTICAL: number of staff reported involved (none, 1, 2, 3, 4)

AFF918	COUNT ROW PCT COL PCT TOT PCT	STAFF27					PC25						ROW TOTAL
		0.	2.	3.	4.	5.	0.	1.	2.	3.	4.	5.	
Number of Staff Involved	0.	23 31.5 100.0 10.8	3 4.1 37.5 1.4	15 20.5 29.4 7.0	28 38.4 22.6 13.1	4 5.5 57.1 1.9	9 12.3 90.0 4.2	1 1.4 100.0 0.5	3 4.1 33.3 1.4	30 41.1 44.1 14.1	26 35.6 22.0 12.2	4 5.5 57.1 1.9	73 34.3
	1.	0 0.0 0.0 0.0	4 7.4 50.0 1.9	16 29.6 31.4 7.5	33 61.1 26.6 15.5	1 1.9 14.3 0.5	1 1.9 10.0 0.5	0 0.0 0.0 0.0	2 3.7 22.2 0.9	15 27.8 22.1 7.0	35 64.8 29.7 16.4	1 1.9 14.3 0.5	54 25.4
	2.	0 0.0 0.0 0.0	1 2.6 12.5 0.5	12 30.8 23.5 5.6	24 61.5 19.4 11.3	2 5.1 28.6 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 5.1 22.2 0.9	12 30.8 17.6 5.6	23 59.0 19.5 10.8	2 5.1 28.6 0.9	39 18.3
	3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 14.3 11.8 2.8	36 85.7 29.0 16.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 4.8 22.2 0.9	10 23.8 14.7 4.7	30 71.4 25.4 14.1	0 0.0 0.0 0.0	42 19.7
	4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 40.0 3.9 0.9	3 60.0 2.4 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 20.0 1.5 0.5	4 80.0 3.4 1.9	0 0.0 0.0 0.0	5 2.3
	COLUMN TOTAL	23 10.8	8 3.8	51 23.9	124 58.2	7 3.3	10 4.7	1 0.5	9 4.2	68 31.9	118 55.4	7 3.3	213 100.0

NOTE 1: The horizontal scale which applies to all tables 25A – 25H and 26A – 26H is:

No Response (0)	Not Effective (1)	Somewhat Effective (2)	Moderately Effective (3)	Very Effective (4)	Not Applicable (5)

TABLE IV-26H

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Attitudes Towards School) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Providing Supplemental Services

HORIZONTAL: no response, somewhat effective — very effective, not applicable — for both staff and parent committee — see Project Staff Questionnaire, question 27 and Parent Committee Interview, question 25;

VERTICAL: number of staff reported involved (none, 1, 2, 3, 4)

STAFF919 Number of Staff Involved	COUNT ROW PCT COL PCT TOT PCT	STAFF27					PC25						ROW TOTAL
		0.	2.	3.	4.	5.	0.	1.	2.	3.	4.	5.	
0.		23 37.1 100.0 10.8	3 4.8 37.5 1.4	11 17.7 21.6 5.2	21 33.9 16.9 9.9	4 6.5 57.1 1.9	8 12.9 80.0 3.8	1 1.6 100.0 0.5	2 3.2 22.2 0.9	26 41.9 38.2 12.2	21 33.9 17.8 9.9	4 6.5 57.1 1.9	62 29.1
1.		0 0.0 0.0 0.0	3 5.4 37.5 1.4	16 28.6 31.4 7.5	36 64.3 29.0 16.9	1 1.8 14.3 0.5	2 3.6 20.0 0.9	0 0.0 0.0 0.0	1 1.8 11.1 0.5	16 28.6 23.5 7.5	36 64.3 30.5 16.9	1 1.8 14.3 0.5	56 26.3
2.		0 0.0 0.0 0.0	1 2.5 12.5 0.5	15 37.5 29.4 7.0	22 55.0 17.7 10.3	2 5.0 28.6 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 10.0 44.4 1.9	13 32.5 19.1 6.1	21 52.5 17.8 9.9	2 5.0 28.6 0.9	40 18.8
3.		0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 15.6 13.7 3.3	38 84.4 30.6 17.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.2 11.1 0.5	9 20.0 13.2 4.2	35 77.8 29.7 16.4	0 0.0 0.0 0.0	45 21.1
4.		0 0.0 0.0 0.0	1 10.0 12.5 0.5	2 20.0 3.9 0.9	7 70.0 5.6 3.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 10.0 11.1 0.5	4 40.0 5.9 1.9	5 50.0 4.2 2.3	0 0.0 0.0 0.0	10 4.7
COLUMN TOTAL		23 10.8	8 3.8	51 23.9	124 58.2	7 3.3	10 4.7	1 0.5	9 4.2	68 31.9	118 55.4	7 3.3	213 100.0

NOTE 1: The horizontal scale which applies to all tables 25A — 25H and 26A — 26H is:

No Response (0)	Not Effective (1)	Somewhat Effective (2)	Moderately Effective (3)	Very Effective (4)	Not Applicable (5)

A-74

TABLE IV-27A

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Remedial Reading) and Their Corresponding Parent Committees to Their Perceptions of the extent to Which the Title IV Project Was Effective in Improving Participants' Attitudes Towards School

HORIZONTAL: in order: Staff Questionnaire, question 28 (no response, little improvement – great improvement, not applicable); Parent Committee Guide, question 26 (no response, no improvement – great improvement, not applicable)

VERTICAL: number of personnel involved

		STAFF28					PC26						
STAFF901 Number of Staff Involved	COUNT ROW PCT COL PCT TOT PCT	0.	2.	3.	4.	5.	0.	1.	2.	3.	4.	5.	ROW TOTAL
	0.	23 30.3 100.0 10.8	7 9.2 70.0 3.3	30 39.5 30.3 14.1	15 19.7 19.5 7.0	1 1.3 25.0 0.5	7 9.2 70.0 3.3	0 0.0 0.0 0.0	9 11.8 64.3 4.2	39 51.3 36.8 18.3	17 22.4 22.7 8.0	4 5.3 57.1 1.9	76 35.7
	1.	0 0.0 0.0 0.0	2 3.2 20.0 0.9	34 54.0 34.3 16.0	24 38.1 31.2 11.3	3 4.8 75.0 1.4	2 3.2 20.0 0.9	1 1.6 100.0 0.5	3 4.8 21.4 1.4	36 57.1 34.0 16.9	20 31.7 26.7 9.4	1 1.6 14.3 0.5	63 29.6
	2.	0 0.0 0.0 0.0	1 2.4 10.0 0.5	21 51.2 21.2 9.9	19 46.3 24.7 8.9	0 0.0 0.0 0.0	1 2.4 10.0 0.5	0 0.0 0.0 0.0	1 2.4 7.1 0.5	17 41.5 16.0 8.0	20 48.8 26.7 9.4	2 4.9 28.6 0.9	41 19.2
	3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	9 40.9 9.1 4.2	13 59.1 16.9 6.1	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 4.5 7.1 0.5	7 31.8 6.6 3.3	14 63.6 18.7 6.6	0 0.0 0.0 0.0	22 10.3
	4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 45.5 5.1 2.3	6 54.5 7.8 2.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 63.6 6.6 3.3	4 36.4 5.3 1.9	0 0.0 0.0 0.0	11 5.2
	COLUMN TOTAL	23 10.8	10 4.7	99 46.5	77 36.2	4 1.9	10 4.7	1 0.5	14 6.6	106 49.8	75 35.2	7 3.3	213 100.0

NOTE 1: The horizontal scale which applies for all tables 27A–H is:

No Response (0)	No Improvement (1)	Little Improvement (2)	Moderate Improvement (3)	Great Improvement (4)	Not Not Applicable (5)

A-75

TABLE IV-27B

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Remedial Mathematics) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Improving Participants' Attitudes Towards School

HORIZONTAL: in order: Staff Questionnaire, question 28 (no response, little improvement – great improvement, not applicable); Parent Committee Guide, question 26 (no response, no improvement – great improvement, not applicable)

VERTICAL: number of personnel involved

STAFF902	COUNT ROW PCT COL PCT TOT PCT	STAFF28 0.	2.	3.	4.	5.	PC26 0.	1.	2.	3.	4.	5.	ROW TOTAL
Number of Staff Involved	0.	23 24.0 100.0 10.8	4 4.2 40.0 1.9	39 40.6 35.4 18.3	28 29.2 36.4 13.1	2 2.1 50.0 0.9	9 9.4 90.0 4.2	0 0.0 0.0 0.0	10 10.4 71.4 4.7	45 46.9 42.5 21.1	26 27.1 34.7 12.2	6 6.3 85.7 2.8	96 45.1
	1.	0 0.0 0.0 0.0	5 7.8 50.0 2.3	32 50.0 32.3 15.0	25 39.1 32.5 11.7	2 3.1 50.0 0.9	1 1.6 10.0 0.5	1 1.6 100.0 0.5	3 4.7 21.4 1.4	36 56.3 34.0 16.9	23 35.9 30.7 10.8	0 0.0 0.0 0.0	64 30.0
	2.	0 0.0 0.0 0.0	1 3.6 10.0 0.5	14 50.0 14.1 6.6	13 46.4 16.9 6.1	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	16 57.1 15.1 7.5	11 39.3 14.7 5.2	1 3.6 14.3 0.5	28 13.1
	3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	11 57.9 11.1 5.2	8 42.1 10.4 3.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 5.3 7.1 0.5	5 26.3 4.7 2.3	13 68.4 17.3 6.1	0 0.0 0.0 0.0	19 8.9
	4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 50.0 3.0 1.4	3 50.0 3.9 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 66.7 3.8 1.9	2 33.3 2.7 0.9	0 0.0 0.0 0.0	6 2.8
	COLUMN TOTAL	23 10.8	10 4.7	99 46.5	77 36.2	4 1.9	10 4.7	1 0.5	14 6.6	106 49.8	75 35.2	7 3.3	213 100.0

NOTE 1: The horizontal scale which applies for all tables 27A–H is:

No Response (0)	No Improvement (1)	Little Improvement (2)	Moderate Improvement (3)	Great Improvement (4)	Not Not Applicable (5)

TABLE IV-27C

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Native Language/Cultural Heritage) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Improving Participants' Attitudes Toward School

HORIZONTAL: in order: Staff Questionnaire, question 28 (no response, little improvement – great improvement, not applicable); Parent Committee Guide, question 26 (no response, no improvement – great improvement, not applicable)

VERTICAL: number of personnel involved

STAFF912	COUNT ROW PCT COL PCT TOT PCT	STAFF28 0.	2.	3.	4.	5	PC26 0.	1.	2.	3.	4.	5.	ROW TOTAL
Number of Staff Involved	0.	23 30.7 100.0 10.8	3 4.0 30.0 1.4	28 37.3 28.3 13.1	19 25.3 24.7 8.9	2 2.7 50.0 0.9	9 12.0 90.0 4.2	0 0.0 0.0 0.0	8 10.7 57.1 3.8	29 38.7 27.4 13.6	25 33.3 33.3 11.7	4 5.3 57.1 1.9	75 35.2
	1.	0 0.0 0.0 0.0	5 8.2 50.0 2.3	33 54.1 33.3 15.5	21 34.4 27.3 9.9	2 3.3 50.0 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 6.6 28.6 1.9	36 59.0 34.0 16.9	19 31.1 25.3 8.9	2 3.3 28.6 0.9	61 28.6
	2.	0 0.0 0.0 0.0	2 5.0 20.0 0.9	24 60.0 24.2 11.3	14 35.0 18.2 6.6	0 0.0 0.0 0.0	1 2.5 10.0 0.5	0 0.0 0.0 0.0	1 2.5 7.1 0.5	20 50.0 18.9 9.4	17 42.5 22.7 8.0	1 2.5 14.3 0.5	40 18.8
	3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 31.8 7.1 3.3	15 68.2 19.5 7.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 4.5 100.0 0.5	1 4.5 7.1 0.5	13 59.1 12.3 6.1	7 31.8 9.3 3.3	0 0.0 0.0 0.0	22 10.3
	4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 46.7 7.1 3.3	8 53.3 10.4 3.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	8 53.3 7.5 3.8	7 46.7 9.3 3.3	0 0.0 0.0 0.0	15 7.0
	COLUMN TOTAL	23 10.8	10 4.7	99 46.5	77 36.2	4 1.9	10 4.7	1 0.5	14 6.6	106 49.8	75 35.2	7 3.3	213 100.0

NOTE 1: **The horizontal scale which applies for all tables 27A–H is:**

No Response (0)	No Improvement (1)	Little Improvement (2)	Moderate Improvement (3)	Great Improvement (4)	Not Not Applicable (5)

TABLE IV-27D

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Counselling and Guidance) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Improving Participants' Attitudes Towards School

HORIZONTAL: in order: Staff Questionnaire, question 28 (no response, little improvement – great improvement, not applicable); Parent Committee Guide, question 26 (no response, no improvement – great improvement, not applicable)

VERTICAL: number of personnel involved

	STAFF28					PC26						
TAFF915 Number of Staff Involved COUNT ROW PCT COL PCT TOT PCT	0.	2.	3.	4.	5.	0.	1.	2.	3.	4.	5.	ROW TOTAL
0.	23 27.1 100.0 10.8	7 8.2 70.0 3.3	34 40.0 34.3 16.0	20 23.5 26.0 9.4	1 1.2 25.0 0.5	9 10.6 90.0 4.2	0 0.0 0.0 0.0	11 12.9 78.6 5.2	38 44.7 35.8 17.8	23 27.1 30.7 10.8	4 4.7 57.1 1.9	85 39.9
1.	0 0.0 0.0 0.0	3 4.6 30.0 1.4	32 49.2 32.3 15.0	27 41.5 35.1 12.7	3 4.6 75.0 1.4	1 1.5 10.0 0.5	0 0.0 0.0 0.0	1 1.5 7.1 0.5	37 56.9 34.9 17.4	24 36.9 32.0 11.3	2 3.1 28.6 0.9	65 30.5
2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	22 57.9 22.2 10.3	16 42.1 20.8 7.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 5.3 14.3 0.9	20 52.6 18.9 9.4	15 39.5 20.0 7.0	1 2.6 14.3 0.5	38 17.8
3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	8 44.4 8.1 3.8	10 55.6 13.0 4.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 5.6 100.0 0.5	0 0.0 0.0 0.0	8 44.4 7.5 3.8	9 50.0 12.0 4.2	0 0.0 0.0 0.0	18 8.5
4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 42.9 3.0 1.4	4 57.1 5.2 1.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 42.9 2.8 1.4	4 57.1 5.3 1.9	0 0.0 0.0 0.0	7 3.3
COLUMN TOTAL	23 10.8	10 4.7	99 46.5	77 36.2	4 1.9	10 4.7	1 0.5	14 6.6	106 49.8	75 35.2	7 3.3	213 100.0

NOTE 1: The horizontal scale which applies for all tables 27A–H is:

No Response (0)	No Improvement (1)	Little Improvement (2)	Moderate Improvement (3)	Great Improvement (4)	Not Not Applicable (5)

TABLE IV-27E

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Attendance) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Improving Participants' Attitudes Towards School

HORIZONTAL: in order: Staff Questionnaire, question 28 (no response, little improvement – great improvement, not applicable); Parent Committee Guide, question 26 (no response, no improvement – great improvement, not applicable)

VERTICAL: number of personnel involved

COUNT ROW PCT COL PCT TOT PCT	STAFF28					PC26						
TAFF916	0.	2.	3.	4.	5.	0.	1.	2.	3.	4.	5.	ROW TOTAL
Number of Staff Involved 0.	23 27.1 100.0 10.8	5 5.9 50.0 2.3	40 47.1 40.4 18.8	16 18.8 20.8 7.5	1 1.2 25.0 0.5	9 10.6 90.0 4.2	0 0.0 0.0 0.0	11 12.9 78.6 5.2	39 45.9 36.8 18.3	21 24.7 28.0 9.9	5 5.9 71.4 2.3	85 39.9
1.	0 0.0 0.0 0.0	5 8.3 50.0 2.3	27 45.0 27.3 12.7	25 41.7 32.5 11.7	3 5.0 75.0 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 1.7 7.1 0.5	32 53.3 30.2 15.0	25 41.7 33.3 11.7	2 3.3 28.6 0.9	60 28.2
2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	15 42.9 15.2 7.0	20 57.1 26.0 9.4	0 0.0 0.0 0.0	1 2.9 10.0 0.5	0 0.0 0.0 0.0	1 2.9 7.1 0.5	20 57.1 18.9 9.4	13 37.1 17.3 6.1	0 0.0 0.0 0.0	35 16.4
3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	13 46.4 13.1 6.1	15 53.6 19.5 7.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 3.6 100.0 0.5	1 3.6 7.1 0.5	13 46.4 12.3 6.1	13 46.4 17.3 6.1	0 0.0 0.0 0.0	28 13.1
4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 80.0 4.0 1.9	1 20.0 1.3 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 40.0 1.9 0.9	3 60.0 4.0 1.4	0 0.0 0.0 0.0	5 2.3
COLUMN TOTAL	23 10.8	10 4.7	99 46.5	77 36.2	4 1.9	10 4.7	1 0.5	14 6.6	106 49.8	75 35.2	7 3.3	213 100.0

NOTE 1: The horizontal scale which applies for all tables 27A–H is:

No Response (0)	No Improvement (1)	Little Improvement (2)	Moderate Improvement (3)	Great Improvement (4)	Not Not Applicable (5)

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TABLE IV-27F

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Self-Concept) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Improving Participants' Attitudes Toward School

HORIZONTAL: in order: Staff Questionnaire, question 28 (no response, little improvement – great improvement, not applicable); Parent Committee Guide, question 26 (no response, no improvement – great improvement, not applicable)

VERTICAL: number of personnel involved

STAFF917	COUNT ROW PCT COL PCT TOT PCT	STAFF28					PC26						ROW TOTAL
		0.	2.	3.	4.	5.	0.	1.	2.	3.	4.	5.	
Number of Staff Involved	0.	23 37.1 100.0 10.8	5 8.1 50.0 2.3	20 32.3 20.2 9.4	12 19.4 15.6 5.6	2 3.2 50.0 0.9	8 12.9 80.0 3.8	0 0.0 0.0 0.0	9 14.5 64.3 4.2	28 45.2 26.4 13.1	15 24.2 20.0 7.0	2 3.2 28.6 0.9	62 29.1
	1.	0 0.0 0.0 0.0	4 8.2 40.0 1.9	30 61.2 30.3 14.1	14 28.6 18.2 6.6	1 2.0 25.0 0.5	2 4.1 20.0 0.9	0 0.0 0.0 0.0	3 6.1 21.4 1.4	24 49.0 22.6 11.3	17 34.7 22.7 8.0	3 6.1 42.9 1.4	49 23.0
	2.	0 0.0 0.0 0.0	1 2.4 10.0 0.5	20 48.8 20.2 9.4	19 46.3 24.7 8.9	1 2.4 25.0 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	23 56.1 21.7 10.8	16 39.0 21.3 7.5	2 4.9 28.6 0.9	41 19.2
	3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	27 54.0 27.3 12.7	23 46.0 29.9 10.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.0 100.0 0.5	2 4.0 14.3 0.9	25 50.0 23.6 11.7	22 44.0 29.3 10.3	0 0.0 0.0 0.0	50 23.5
	4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 18.2 2.0 0.9	9 81.8 11.7 4.2	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 54.5 5.7 2.8	5 45.5 6.7 2.3	0 0.0 0.0 0.0	11 5.2
	COLUMN TOTAL	23 10.8	10 4.7	99 46.5	77 36.2	4 1.9	10 4.7	1 0.5	14 6.6	106 49.8	75 35.2	7 3.3	213 100.0

NOTE 1: The horizontal scale which applies for all tables 27A–H is:

No Response (0)	No Improvement (1)	Little Improvement (2)	Moderate Improvement (3)	Great Improvement (4)	Not Not Applicable (5)

TABLE IV-27G

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Responsibility and Self Direction) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Improving Participants' Attitudes Toward School

HORIZONTAL: in order: Staff Questionnaire, question 28 (no response, little improvement – great improvement, not applicable); Parent Committee Guide, question 26 (no response, no improvement – great improvement, not applicable)

VERTICAL: number of personnel involved

Number of Staff Involved

```
                  STAFF28                                           PC26
          COUNT  I
        ROW PCT  I                                                                                                 ROW
        COL PCT  I                                                                                                 TOTAL
        TOT PCT  I       0.I       2.I       3.I       4.I       5.       0.I       1.I       2.I       3.I       4.I       5.I
STAFF918 --------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
            0.   I      23 I       7 I      26 I      15 I       2 I       9 I       0 I       9 I      34 I      19 I       2 I      73
                 I    31.5 I     9.6 I    35.6 I    20.5 I     2.7 I    12.3 I     0.0 I    12.3 I    46.6 I    26.0 I     2.7 I    34.3
                 I   100.0 I    70.0 I    26.3 I    19.5 I    50.0 I    90.0 I     0.0 I    64.3 I    32.1 I    25.3 I    28.6 I
                 I    10.8 I     3.3 I    12.2 I     7.0 I     0.9 I     4.2 I     0.0 I     4.2 I    16.0 I     8.9 I     0.9 I
                -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
            1.   I       0 I       3 I      29 I      21 I       1 I       1 I       0 I       3 I      26 I      21 I       3 I      54
                 I     0.0 I     5.6 I    53.7 I    38.9 I     1.9 I     1.9 I     0.0 I     5.6 I    48.1 I    38.9 I     5.6 I    25.4
                 I     0.0 I    30.0 I    29.3 I    27.3 I    25.0 I    10.0 I     0.0 I    21.4 I    24.5 I    28.0 I    42.9 I
                 I     0.0 I     1.4 I    13.6 I     9.9 I     0.5 I     0.5 I     0.0 I     1.4 I    12.2 I     9.9 I     1.4 I
                -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
            2.   I       0 I       0 I      20 I      18 I       1 I       0 I       0 I       0 I      25 I      12 I       2 I      39
                 I     0.0 I     0.0 I    51.3 I    46.2 I     2.6 I     0.0 I     0.0 I     0.0 I    64.1 I    30.8 I     5.1 I    18.3
                 I     0.0 I     0.0 I    20.2 I    23.4 I    25.0 I     0.0 I     0.0 I     0.0 I    23.6 I    16.0 I    28.6 I
                 I     0.0 I     0.0 I     9.4 I     8.5 I     0.5 I     0.0 I     0.0 I     0.0 I    11.7 I     5.6 I     0.9 I
                -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
            3.   I       0 I       0 I      21 I      21 I       0 I       0 I       1 I       2 I      19 I      20 I       0 I      42
                 I     0.0 I     0.0 I    50.0 I    50.0 I     0.0 I     0.0 I     2.4 I     4.8 I    45.2 I    47.6 I     0.0 I    19.7
                 I     0.0 I     0.0 I    21.2 I    27.3 I     0.0 I     0.0 I   100.0 I    14.3 I    17.9 I    26.7 I     0.0 I
                 I     0.0 I     0.0 I     9.9 I     9.9 I     0.0 I     0.0 I     0.5 I     0.9 I     8.9 I     9.4 I     0.0 I
                -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
            4.   I       0 I       0 I       3 I       2 I       0 I       0 I       0 I       0 I       2 I       3 I       0 I       5
                 I     0.0 I     0.0 I    60.0 I    40.0 I     0.0 I     0.0 I     0.0 I     0.0 I    40.0 I    60.0 I     0.0 I     2.3
                 I     0.0 I     0.0 I     3.0 I     2.6 I     0.0 I     0.0 I     0.0 I     0.0 I     1.9 I     4.0 I     0.0 I
                 I     0.0 I     0.0 I     1.4 I     0.9 I     0.0 I     0.0 I     0.0 I     0.0 I     0.9 I     1.4 I     0.0 I
                -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
         COLUMN         23        10        99        77         4        10         1        14       106        75         7       213
          TOTAL       10.8       4.7      46.5      36.2       1.9       4.7       0.5       6.6      49.8      35.2       3.3     100.0
```

NOTE 1: **The horizontal scale which applies for all tables 27A–H is:**

No Response (0)	No Improvement (1)	Little Improvement (2)	Moderate Improvement (3)	Great Improvement (4)	Not Not Applicable (5)

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TABLE IV-27H

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Attitudes Toward School) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Improving Participants' Attitudes Toward School

HORIZONTAL: in order: Staff Questionnaire, question 28 (no response, little improvement – great improvement, not applicable); Parent Committee Guide, question 26 (no response, no improvement – great improvement, not applicable)

VERTICAL: number of personnel involved

COUNT ROW PCT COL PCT TOT PCT	STAFF28					PC26						ROW TOTAL
STAFF919	0.	2.	3.	4.	5.	0.	1.	2.	3.	4.	5.	
0. Number of Staff Involved	23 37.1 100.0 10.8	7 11.3 70.0 3.3	20 32.3 20.2 9.4	11 17.7 14.3 5.2	1 1.6 25.0 0.5	8 12.9 80.0 3.8	0 0.0 0.0 0.0	9 14.5 64.3 4.2	28 45.2 26.4 13.1	15 24.2 20.0 7.0	2 3.2 28.6 0.9	62 29.1
1.	0 0.0 0.0 0.0	3 5.4 30.0 1.4	31 55.4 31.3 14.6	20 35.7 26.0 9.4	2 3.6 50.0 0.9	2 3.6 20.0 0.9	0 0.0 0.0 0.0	3 5.4 21.4 1.4	29 51.8 27.4 13.6	19 33.9 25.3 8.9	3 5.4 42.9 1.4	56 26.3
2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	22 55.0 22.2 10.3	17 42.5 22.1 8.0	1 2.5 25.0 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	24 60.0 22.6 11.3	14 35.0 18.7 6.6	2 5.0 28.6 0.9	40 18.8
3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	21 46.7 21.2 9.9	24 53.3 31.2 11.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.2 100.0 0.5	2 4.4 14.3 0.9	20 44.4 18.9 9.4	22 48.9 29.3 10.3	0 0.0 0.0 0.0	45 21.1
4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 50.0 5.1 2.3	5 50.0 6.5 2.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 50.0 4.7 2.3	5 50.0 6.7 2.3	0 0.0 0.0 0.0	10 4.7
COLUMN TOTAL	23 10.8	10 4.7	99 46.5	77 36.2	4 1.9	10 4.7	1 0.5	14 6.6	106 49.8	75 35.2	7 3.3	213 100.0

NOTE 1: The horizontal scale which applies for all tables 27A–H is:

No Response	No Improvement	Little Improvement	Moderate Improvement	Great Improvement	Not Not Applicable
(0)	(1)	(2)	(3)	(4)	(5)

A-82

TABLE IV-28A

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Remedial Reading) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Developing More Favorable Self-Concepts in Native American participants

HORIZONTAL: in order: Staff Questionnaire, question 29 (no response, little – considerably, not applicable);
Parent Committee Guide, question 27 (no response, little – considerably)

VERTICAL: number of personnel involved

STAFF901 (Number of Staff Involved)	STAFF29					PC27					ROW TOTAL
COUNT ROW PCT COL PCT TOT PCT	0.	2.	3.	4.	5.	0.	2.	3.	4.	5.	
0.	23 30.3 100.0 10.8	1 1.3 33.3 0.5	24 31.6 33.3 11.3	28 36.8 25.2 13.1	0 0.0 0.0 0.0	6 7.9 66.7 2.8	3 3.9 50.0 1.4	29 38.2 35.8 13.6	37 48.7 32.2 17.4	1 1.3 50.0 0.5	76 35.7
1.	0 0.0 0.0 0.0	2 3.2 66.7 0.9	27 42.9 37.5 12.7	31 49.2 27.9 14.6	3 4.8 75.0 1.4	2 3.2 22.2 0.9	2 3.2 33.3 0.9	27 42.9 33.3 12.7	32 50.8 27.8 15.0	0 0.0 0.0 0.0	63 29.6
2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	12 29.3 16.7 5.6	28 68.3 25.2 13.1	1 2.4 25.0 0.5	1 2.4 11.1 0.5	1 2.4 16.7 0.5	14 34.1 17.3 6.6	24 58.5 20.9 11.3	1 2.4 50.0 0.5	41 19.2
3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 27.3 8.3 2.8	16 72.7 14.4 7.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	8 36.4 9.9 3.8	14 63.6 12.2 6.6	0 0.0 0.0 0.0	22 10.3
4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 27.3 4.2 1.4	8 72.7 7.2 3.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 27.3 3.7 1.4	8 72.7 7.0 3.8	0 0.0 0.0 0.0	11 5.2
COLUMN TOTAL	23 10.8	3 1.4	72 33.8	111 52.1	4 1.9	9 4.2	6 2.8	81 38.0	115 54.0	2 0.9	213 100.0

NOTE 1: **The horizontal scale which applies to tables 28A–H, 29A–H, and 30A–H is:**

No Response (0)	Negligible (1)	Little (2)	Moderately (3)	Considerably (4)	Not Applicable (5)

A-83

TABLE IV-28B

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Remedial Mathematics) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Developing More Favorable Self-Concepts in Native American participants

HORIZONTAL: in order: Staff Questionnaire, question 29 (no response, little – considerably, not applicable);
Parent Committee Guide, question 27 (no response, little – considerably)

VERTICAL: number of personnel involved

STAFF902 (Number of Staff Involved) / COUNT ROW PCT COL PCT TOT PCT	STAFF29 0.	2.	3.	4.	5.	PC27 0.	2.	3.	4.	5.	ROW TOTAL
0.	23 24.0 100.0 10.8	1 1.0 33.3 0.5	28 29.2 38.9 13.1	42 43.8 37.8 19.7	2 2.1 50.0 0.9	8 8.3 88.9 3.8	4 4.2 66.7 1.9	35 36.5 43.2 16.4	47 49.0 40.9 22.1	2 2.1 100.0 0.9	96 45.1
1.	0 0.0 0.0 0.0	2 3.1 66.7 0.9	26 40.6 36.1 12.2	34 53.1 30.6 16.0	2 3.1 50.0 0.9	1 1.6 11.1 0.5	2 3.1 33.3 0.9	27 42.2 33.3 12.7	34 53.1 29.6 16.0	0 0.0 0.0 0.0	64 30.0
2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	8 28.6 11.1 3.8	20 71.4 18.0 9.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	13 46.4 16.0 6.1	15 53.6 13.0 7.0	0 0.0 0.0 0.0	28 13.1
3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	8 42.1 11.1 3.8	11 57.9 9.9 5.2	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 31.6 7.4 2.8	13 68.4 11.3 6.1	0 0.0 0.0 0.0	19 8.9
4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 33.3 2.8 0.9	4 66.7 3.6 1.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 100.0 5.2 2.8	0 0.0 0.0 0.0	6 2.8
COLUMN TOTAL	23 10.8	3 1.4	72 33.8	111 52.1	4 1.9	9 4.2	6 2.8	81 38.0	115 54.0	2 0.9	213 100.0

NOTE 1: The horizontal scale which applies to tables 28A–H, 29A–H, and 30A–H is:

No Response	Negligible	Little	Moderately	Considerably	Not Applicable
(0)	(1)	(2)	(3)	(4)	(5)

TABLE IV-28C

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Native Language/Cultural Heritage) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Developing More Favorable Self-Concepts in Native American participants

HORIZONTAL: in order: Staff Questionnaire, question 29 (no response, little – considerably, not applicable);
Parent Committee Guide, question 27 (no response, little – considerably)

VERTICAL: number of personnel involved

```
                    STAFF29                                                 PC27
         COUNT   I                                                        |
         ROW PCT I                                                        |                                                          ROW
         COL PCT I                                                        |                                                          TOTAL
         TOT PCT I       0.I       2.I       3.I       4.I       5.       |       0.I       2.I       3.I       4.I       5.I
STAFF912 --------I---------I---------I---------I---------I---------       |---------I---------I---------I---------I---------I
            0.   I      23 I       3 I      21 I      26 I       2        |       8 I       4 I      26 I      35 I       2 I      75
Number           I    30.7 I     4.0 I    28.0 I    34.7 I     2.7        |    10.7 I     5.3 I    34.7 I    46.7 I     2.7 I    35.2
of Staff         I   100.0 I   100.0 I    29.2 I    23.4 I    50.0        |    88.9 I    66.7 I    32.1 I    30.4 I   100.0 I
Involved         I    10.8 I     1.4 I     9.9 I    12.2 I     0.9        |     3.8 I     1.9 I    12.2 I    16.4 I     0.9 I
                -I---------I---------I---------I---------I---------       |---------I---------I---------I---------I---------I
            1.   I       0 I       0 I      28 I      31 I       2        |       0 I       2 I      26 I      33 I       0 I      61
                 I     0.0 I     0.0 I    45.9 I    50.8 I     3.3        |     0.0 I     3.3 I    42.6 I    54.1 I     0.0 I    28.6
                 I     0.0 I     0.0 I    38.9 I    27.9 I    50.0        |     0.0 I    33.3 I    32.1 I    28.7 I     0.0 I
                 I     0.0 I     0.0 I    13.1 I    14.6 I     0.9        |     0.0 I     0.9 I    12.2 I    15.5 I     0.0 I
                -I---------I---------I---------I---------I---------       |---------I---------I---------I---------I---------I
            2.   I       0 I       0 I      15 I      25 I       0        |       1 I       0 I      16 I      23 I       0 I      40
                 I     0.0 I     0.0 I    37.5 I    62.5 I     0.0        |     2.5 I     0.0 I    40.0 I    57.5 I     0.0 I    18.8
                 I     0.0 I     0.0 I    20.8 I    22.5 I     0.0        |    11.1 I     0.0 I    19.8 I    20.0 I     0.0 I
                 I     0.0 I     0.0 I     7.0 I    11.7 I     0.0        |     0.5 I     0.0 I     7.5 I    10.8 I     0.0 I
                -I---------I---------I---------I---------I---------       |---------I---------I---------I---------I---------I
            3.   I       0 I       0 I       6 I      16 I       0        |       0 I       0 I      11 I      11 I       0 I      22
                 I     0.0 I     0.0 I    27.3 I    72.7 I     0.0        |     0.0 I     0.0 I    50.0 I    50.0 I     0.0 I    10.3
                 I     0.0 I     0.0 I     8.3 I    14.4 I     0.0        |     0.0 I     0.0 I    13.6 I     9.6 I     0.0 I
                 I     0.0 I     0.0 I     2.8 I     7.5 I     0.0        |     0.0 I     0.0 I     5.2 I     5.2 I     0.0 I
                -I---------I---------I---------I---------I---------       |---------I---------I---------I---------I---------I
            4.   I       0 I       0 I       2 I      13 I       0        |       0 I       0 I       2 I      13 I       0 I      15
                 I     0.0 I     0.0 I    13.3 I    86.7 I     0.0        |     0.0 I     0.0 I    13.3 I    86.7 I     0.0 I     7.0
                 I     0.0 I     0.0 I     2.8 I    11.7 I     0.0        |     0.0 I     0.0 I     2.5 I    11.3 I     0.0 I
                 I     0.0 I     0.0 I     0.9 I     6.1 I     0.0        |     0.0 I     0.0 I     0.9 I     6.1 I     0.0 I
                -I---------I---------I---------I---------I---------       |---------I---------I---------I---------I---------I
          COLUMN        23         3        72       111         4        |       9         6        81       115         2        213
           TOTAL      10.8       1.4      33.8      52.1       1.9        |     4.2       2.8      38.0      54.0       0.9      100.0
```

NOTE 1: The horizontal scale which applies to tables 28A–H, 29A–H, and 30A–H is:

No Response (0)	Negligible (1)	Little (2)	Moderately (3)	Considerably (4)	Not Applicable (5)

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TABLE IV-28D

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Counselling and Guidance) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Developing More Favorable Self-Concepts in Native American participants

HORIZONTAL: in order: Staff Questionnaire, question 29 (no response, little – considerably, not applicable); Parent Committee Guide, question 27 (no response, little – considerably)

VERTICAL: number of personnel involved

STAFF915 (Number of Staff Involved)	COUNT / ROW PCT / COL PCT / TOT PCT	STAFF29 0.	2.	3.	4.	5.	PC27 0.	2.	3.	4.	5.	ROW TOTAL
0.	COUNT	23	3	31	25	3	8	4	34	37	2	85
	ROW PCT	27.1	3.5	36.5	29.4	3.5	9.4	4.7	40.0	43.5	2.4	39.9
	COL PCT	100.0	100.0	43.1	22.5	75.0	88.9	66.7	42.0	32.2	100.0	
	TOT PCT	10.8	1.4	14.6	11.7	1.4	3.8	1.9	16.0	17.4	0.9	
1.	COUNT	0	0	25	39	1	1	2	25	37	0	65
	ROW PCT	0.0	0.0	38.5	60.0	1.5	1.5	3.1	38.5	56.9	0.0	30.5
	COL PCT	0.0	0.0	34.7	35.1	25.0	11.1	33.3	30.9	32.2	0.0	
	TOT PCT	0.0	0.0	11.7	18.3	0.5	0.5	0.9	11.7	17.4	0.0	
2.	COUNT	0	0	11	27	0	0	0	16	22	0	38
	ROW PCT	0.0	0.0	28.9	71.1	0.0	0.0	0.0	42.1	57.9	0.0	17.8
	COL PCT	0.0	0.0	15.3	24.3	0.0	0.0	0.0	19.8	19.1	0.0	
	TOT PCT	0.0	0.0	5.2	12.7	0.0	0.0	0.0	7.5	10.3	0.0	
3.	COUNT	0	0	4	14	0	0	0	4	14	0	18
	ROW PCT	0.0	0.0	22.2	77.8	0.0	0.0	0.0	22.2	77.8	0.0	8.5
	COL PCT	0.0	0.0	5.6	12.6	0.0	0.0	0.0	4.9	12.2	0.0	
	TOT PCT	0.0	0.0	1.9	6.6	0.0	0.0	0.0	1.9	6.6	0.0	
4.	COUNT	0	0	1	6	0	0	0	2	5	0	7
	ROW PCT	0.0	0.0	14.3	85.7	0.0	0.0	0.0	28.6	71.4	0.0	3.3
	COL PCT	0.0	0.0	1.4	5.4	0.0	0.0	0.0	2.5	4.3	0.0	
	TOT PCT	0.0	0.0	0.5	2.8	0.0	0.0	0.0	0.9	2.3	0.0	
COLUMN TOTAL		23	3	72	111	4	9	6	81	115	2	213
		10.8	1.4	33.8	52.1	1.9	4.2	2.8	38.0	54.0	0.9	100.0

NOTE 1: The horizontal scale which applies to tables 28A–H, 29A–H, and 30A–H is:

No Response (0)	Negligible (1)	Little (2)	Moderately (3)	Considerably (4)	Not Applicable (5)

TABLE IV-28E

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Attendance) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Developing More Favorable Self-Concepts in Native American participants

HORIZONTAL: in order: Staff Questionnaire, question 29 (no response, little – considerably, not applicable);
Parent Committee Guide, question 27 (no response, little – considerably)

VERTICAL: number of personnel involved

COUNT ROW PCT COL PCT TOT PCT	STAFF29 0.	2.	3.	4.	5.	PL27 0.	2.	3.	4.	5.	ROW TOTAL
STAFF916 0. **Number of Staff Involved**	23 27.1 100.0 10.8	2 2.4 66.7 0.9	30 35.3 41.7 14.1	27 31.8 24.3 12.7	3 3.5 75.0 1.4	8 9.4 88.9 3.8	5 5.9 83.3 2.3	36 42.4 44.4 16.9	34 40.0 29.6 16.0	2 2.4 100.0 0.9	85 39.9
1.	0 0.0 0.0 0.0	1 1.7 33.3 0.5	24 40.0 33.3 11.3	34 56.7 30.6 16.0	1 1.7 25.0 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	26 43.3 32.1 12.2	34 56.7 29.6 16.0	0 0.0 0.0 0.0	60 28.2
2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	10 28.6 13.9 4.7	25 71.4 22.5 11.7	0 0.0 0.0 0.0	1 2.9 11.1 0.5	1 2.9 16.7 0.5	12 34.3 14.8 5.6	21 60.0 18.3 9.9	0 0.0 0.0 0.0	35 16.4
3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 21.4 8.3 2.8	22 78.6 19.8 10.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 25.0 8.6 3.3	21 75.0 18.3 9.9	0 0.0 0.0 0.0	28 13.1
4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 40.0 2.8 0.9	3 60.0 2.7 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 100.0 4.3 2.3	0 0.0 0.0 0.0	5 2.3
COLUMN TOTAL	23 10.8	3 1.4	72 33.8	111 52.1	4 1.9	9 4.2	6 2.8	81 38.0	115 54.0	2 0.9	213 100.0

NOTE 1: The horizontal scale which applies to tables 28A–H, 29A–H, and 30A–H is:

No Response (0)	Negligible (1)	Little (2)	Moderately (3)	Considerably (4)	Not Applicable (5)

TABLE IV-28F

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Self-Concept) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Developing More Favorable Self-Concepts in Native American Participants

HORIZONTAL: in order: Staff Questionnaire, question 29 (no response, little – considerably, not applicable);
Parent Committee Guide, question 27 (no response, little – considerably)

VERTICAL: number of personnel involved

STAFF917 Number of Staff Involved	COUNT ROW PCT COL PCT TOT PCT	STAFF29 0.	2.	3.	4.	5.	PC27 0.	2.	3.	4.	5.	ROW TOTAL
0.		23 37.1 100.0 10.8	1 1.6 33.3 0.5	20 32.3 27.8 9.4	14 22.6 12.6 6.6	4 6.5 100.0 1.9	7 11.3 77.8 3.3	4 6.5 66.7 1.9	29 46.8 35.8 13.6	21 33.9 18.3 9.9	1 1.6 50.0 0.5	62 29.1
1.		0 0.0 0.0 0.0	2 4.1 66.7 0.9	23 46.9 31.9 10.8	24 49.0 21.6 11.3	0 0.0 0.0 0.0	2 4.1 22.2 0.9	2 4.1 33.3 0.9	18 36.7 22.2 8.5	26 53.1 22.6 12.2	1 2.0 50.0 0.5	49 23.0
2.		0 0.0 0.0 0.0	0 0.0 0.0 0.0	16 39.0 22.2 7.5	25 61.0 22.5 11.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	19 46.3 23.5 8.9	22 53.7 19.1 10.3	0 0.0 0.0 0.0	41 19.2
3.		0 0.0 0.0 0.0	0 0.0 0.0 0.0	13 26.0 18.1 6.1	37 74.0 33.3 17.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	10 20.0 12.3 4.7	40 80.0 34.8 18.8	0 0.0 0.0 0.0	50 23.5
4.		0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	11 100.0 9.9 5.2	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 45.5 6.2 2.3	6 54.5 5.2 2.8	0 0.0 0.0 0.0	11 5.2
COLUMN TOTAL		23 10.8	3 1.4	72 33.8	111 52.1	4 1.9	9 4.2	6 2.8	81 38.0	115 54.0	2 0.9	213 100.0

NOTE 1: The horizontal scale which applies to tables 28A–H, 29A–H, and 30A–H is:

No Response (0)	Negligible (1)	Little (2)	Moderately (3)	Considerably (4)	Not Applicable (5)

TABLE IV-28G

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Responsibility and Self-Direction) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Developing More Favorable Self-Concepts in Native American participants

HORIZONTAL: in order: Staff Questionnaire, question 29 (no response, little – considerably, not applicable);
Parent Committee Guide, question 27 (no response, little – considerably)

VERTICAL: number of personnel involved

STAFF918 Number of Staff Involved	COUNT ROW PCT COL PCT TOT PCT	STAFF29 0.	2.	3.	4.	5.	PC27 0.	2.	3.	4.	5.	ROW TOTAL
0.		23 31.5 100.0 10.8	1 1.4 33.3 0.5	24 32.9 33.3 11.3	21 28.8 18.9 9.9	4 5.5 100.0 1.9	8 11.0 88.9 3.8	4 5.5 66.7 1.9	34 46.6 42.0 16.0	26 35.6 22.6 12.2	1 1.4 50.0 0.5	73 34.3
1.		0 0.0 0.0 0.0	2 3.7 66.7 0.9	22 40.7 30.6 10.3	30 55.6 27.0 14.1	0 0.0 0.0 0.0	1 1.9 11.1 0.5	1 1.9 16.7 0.5	18 33.3 22.2 8.5	33 61.1 28.7 15.5	1 1.9 50.0 0.5	54 25.4
2.		0 0.0 0.0 0.0	0 0.0 0.0 0.0	15 38.5 20.8 7.0	24 61.5 21.6 11.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.6 16.7 0.5	17 43.6 21.0 8.0	21 53.8 18.3 9.9	0 0.0 0.0 0.0	39 18.3
3.		0 0.0 0.0 0.0	0 0.0 0.0 0.0	10 23.8 13.9 4.7	32 76.2 28.8 15.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	10 23.8 12.3 4.7	32 76.2 27.8 15.0	0 0.0 0.0 0.0	42 19.7
4.		0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 20.0 1.4 0.5	4 80.0 3.6 1.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 40.0 2.5 0.9	3 60.0 2.6 1.4	0 0.0 0.0 0.0	5 2.3
COLUMN TOTAL		23 10.8	3 1.4	72 33.8	111 52.1	4 1.9	9 4.2	6 2.8	81 38.0	115 54.0	2 0.9	213 100.0

NOTE 1: The horizontal scale which applies to tables 28A–H, 29A–H, and 30A–H is:

No Response (0)	Negligible (1)	Little (2)	Moderately (3)	Considerably (4)	Not Applicable (5)

TABLE IV-28H

Crosstabulation of the number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Attitudes Toward School) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Developing More Favorable Self-Concepts in Native American participants

HORIZONTAL: in order: Staff Questionnaire, question 29 (no response, little – considerably, not applicable);
Parent Committee Guide, question 27 (no response, little – considerably)

VERTICAL: number of personnel involved

```
                   STAFF29                                                 PC27
          COUNT  I                                                       |
        ROW PCT  I                                                       |                                                    ROW
        COL PCT  I                                                       |                                                    TOTAL
        TOT PCT  I       0.I       2.I       3.I       4.I       5.      |       0.I       2.I       3.I       4.I       5.I
STAFF919 --------I---------I---------I---------I---------I---------      |---------I---------I---------I---------I---------I
             0.  I      23 I       0 I      22 I      14 I       3       |       7 I       4 I      28 I      22 I       1 I      62
 Number          I    37.1 I     0.0 I    35.5 I    22.6 I     4.8       |    11.3 I     6.5 I    45.2 I    35.5 I     1.6 I    29.1
 of Staff        I   100.0 I     0.0 I    30.6 I    12.6 I    75.0       |    77.8 I    66.7 I    34.6 I    19.1 I    50.0 I
 Involved        I    10.8 I     0.0 I    10.3 I     6.6 I     1.4       |     3.3 I     1.9 I    13.1 I    10.3 I     0.5 I
                -I---------I---------I---------I---------I---------      |---------I---------I---------I---------I---------I
             1.  I       0 I       3 I      23 I      29 I       1       |       2 I       1 I      21 I      31 I       1 I      56
                 I     0.0 I     5.4 I    41.1 I    51.8 I     1.8       |     3.6 I     1.8 I    37.5 I    55.4 I     1.8 I    26.3
                 I     0.0 I   100.0 I    31.9 I    26.1 I    25.0       |    22.2 I    16.7 I    25.9 I    27.0 I    50.0 I
                 I     0.0 I     1.4 I    10.8 I    13.6 I     0.5       |     0.9 I     0.5 I     9.9 I    14.6 I     0.5 I
                -I---------I---------I---------I---------I---------      |---------I---------I---------I---------I---------I
             2.  I       0 I       0 I      13 I      27 I       0       |       0 I       1 I      19 I      20 I       0 I      40
                 I     0.0 I     0.0 I    32.5 I    67.5 I     0.0       |     0.0 I     2.5 I    47.5 I    50.0 I     0.0 I    18.8
                 I     0.0 I     0.0 I    18.1 I    24.3 I     0.0       |     0.0 I    16.7 I    23.5 I    17.4 I     0.0 I
                 I     0.0 I     0.0 I     6.1 I    12.7 I     0.0       |     0.0 I     0.5 I     8.9 I     9.4 I     0.0 I
                -I---------I---------I---------I---------I---------      |---------I---------I---------I---------I---------I
             3.  I       0 I       0 I      12 I      33 I       0       |       0 I       0 I       9 I      36 I       0 I      45
                 I     0.0 I     0.0 I    26.7 I    73.3 I     0.0       |     0.0 I     0.0 I    20.0 I    80.0 I     0.0 I    21.1
                 I     0.0 I     0.0 I    16.7 I    29.7 I     0.0       |     0.0 I     0.0 I    11.1 I    31.3 I     0.0 I
                 I     0.0 I     0.0 I     5.6 I    15.5 I     0.0       |     0.0 I     0.0 I     4.2 I    16.9 I     0.0 I
                -I---------I---------I---------I---------I---------      |---------I---------I---------I---------I---------I
             4.  I       0 I       0 I       2 I       8 I       0       |       0 I       0 I       4 I       6 I       0 I      10
                 I     0.0 I     0.0 I    20.0 I    80.0 I     0.0       |     0.0 I     0.0 I    40.0 I    60.0 I     0.0 I     4.7
                 I     0.0 I     0.0 I     2.8 I     7.2 I     0.0       |     0.0 I     0.0 I     4.9 I     5.2 I     0.0 I
                 I     0.0 I     0.0 I     0.9 I     3.8 I     0.0       |     0.0 I     0.0 I     1.9 I     2.8 I     0.0 I
                -I---------I---------I---------I---------I---------      |---------I---------I---------I---------I---------I
          COLUMN        23         3        72       111         4       |       9         6        81       115         2       213
           TOTAL      10.8       1.4      33.8      52.1       1.9       |     4.2       2.8      38.0      54.0       0.9     100.0
```

NOTE 1: The horizontal scale which applies to tables 28A–H, 29A–H, and 30A–H is:

No Response (0)	Negligible (1)	Little (2)	Moderately (3)	Considerably (4)	Not Applicable (5)

TABLE IV-29A

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Remedial Reading) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Improving the Attitudes of Staff Toward Native American Pupils

HORIZONTAL: in order: Staff Questionnaire, question 30 (no response, negligible — considerably, not applicable);
Parent Committee Guide, question 28 (no response negligible — consderably, not applicable)

VERTICAL: number of personnel involved

COUNT ROW PCT COL PCT TOT PCT	STAFF 30						PC28						ROW TOTAL
STAFF901	0.	1.	2.	3.	4.	5.	0.	1.	2.	3.	4.	5.	
0. Number of Staff Involved	23 30.3 100.0 10.8	2 2.6 66.7 0.9	9 11.8 45.0 4.2	22 28.9 25.6 10.3	19 25.0 27.1 8.9	1 1.3 9.1 0.5	6 7.9 54.5 2.8	1 1.3 100.0 0.5	9 11.8 45.0 4.2	37 48.7 35.2 17.4	17 22.4 27.4 8.0	6 7.9 42.9 2.8	76 35.7
1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	9 14.3 45.0 4.2	24 38.1 27.9 11.3	25 39.7 35.7 11.7	5 7.9 45.5 2.3	2 3.2 18.2 0.9	0 0.0 0.0 0.0	9 14.3 45.0 4.2	31 49.2 29.5 14.6	16 25.4 25.8 7.5	5 7.9 35.7 2.3	63 29.6
2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 4.9 10.0 0.9	23 56.1 26.7 10.8	14 34.1 20.0 6.6	2 4.9 18.2 0.9	1 2.4 9.1 0.5	0 0.0 0.0 0.0	1 2.4 5.0 0.5	20 48.8 19.0 9.4	16 39.0 25.8 7.5	3 7.3 21.4 1.4	41 19.2
3.	0 0.0 0.0 0.0	1 4.5 33.3 0.5	0 0.0 0.0 0.0	11 50.0 12.8 5.2	8 36.4 11.4 3.8	2 9.1 18.2 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 4.5 5.0 0.5	12 54.5 11.4 5.6	9 40.9 14.5 4.2	0 0.0 0.0 0.0	22 10.3
4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 54.5 7.0 2.8	4 36.4 5.7 1.9	1 9.1 9.1 0.5	2 18.2 18.2 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 45.5 4.8 2.3	4 36.4 6.5 1.9	0 0.0 0.0 0.0	11 5.2
COLUMN TOTAL	23 10.8	3 1.4	20 9.4	86 40.4	70 32.9	11 5.2	11 5.2	1 0.5	20 9.4	105 49.3	62 29.1	14 6.6	213 100.0

NOTE 1: The horizontal scale which applies to tables 28A–H, 29A–H, and 30A–H is:

No Response	Negligible	Little	Moderately	Considerably	Not Applicable
(0)	(1)	(2)	(3)	(4)	(5)

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TABLE IV-29B

Crosstabualtion of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Remedial Mathematics) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Improving the Attitudes of Staff Toward Native American Pupils

HORIZONTAL: in order: Staff Questionnaire, question 30 (no response, negligible – considerably, not applicable);
Parent Committee Guide, question 28 (no response negligible – consderably, not applicable)

VERTICAL: number of personnel involved

STAFF902 Number of Staff Involved	COUNT ROW PCT COL PCT TOT PCT	STAFF30 0.	1.	2.	3.	4.	5.	PC28 0.	1.	2.	3.	4.	5.	ROW TOTAL
0.		23 24.0 100.0 10.8	1 1.0 33.3 0.5	12 12.5 60.0 5.6	30 31.3 34.9 14.1	25 26.0 35.7 11.7	5 5.2 45.5 2.3	8 8.3 72.7 3.8	1 1.0 100.0 0.5	14 14.6 70.0 6.6	39 40.6 37.1 18.3	26 27.1 41.9 12.2	8 8.3 57.1 3.8	96 45.1
1.		0 0.0 0.0 0.0	1 1.6 33.3 0.5	5 7.8 25.0 2.3	29 45.3 33.7 13.6	25 39.1 35.7 11.7	4 6.3 36.4 1.9	1 1.6 9.1 0.5	0 0.0 0.0 0.0	5 7.8 25.0 2.3	42 65.6 40.0 19.7	13 20.3 21.0 6.1	3 4.7 21.4 1.4	64 30.0
2.		0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 7.1 10.0 0.9	13 46.4 15.1 6.1	12 42.9 17.1 5.6	1 3.6 9.1 0.5	1 3.6 9.1 0.5	0 0.0 0.0 0.0	1 3.6 5.0 0.5	14 50.0 13.3 6.6	10 35.7 16.1 4.7	2 7.1 14.3 0.9	28 13.1
3.		0 0.0 0.0 0.0	1 5.3 33.3 0.5	1 5.3 5.0 0.5	11 57.9 12.8 5.2	6 31.6 8.6 2.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 36.8 6.7 3.3	11 57.9 17.7 5.2	1 5.3 7.1 0.5	19 8.9
4.		0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 50.0 3.5 1.4	2 33.3 2.9 0.9	1 16.7 9.1 0.5	1 16.7 9.1 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 50.0 2.9 1.4	2 33.3 3.2 0.9	0 0.0 0.0 0.0	6 2.8
COLUMN TOTAL		23 10.8	3 1.4	20 9.4	86 40.4	70 32.9	11 5.2	11 5.2	1 0.5	20 9.4	105 49.3	62 29.1	14 6.6	213 100.0

NOTE 1: The horizontal scale which applies to tables 28A–H, 29A–H, and 30A–H is:

No Response (0)	Negligible (1)	Little (2)	Moderately (3)	Considerably (4)	Not Applicable (5)

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TABLE IV-29C

Crosstabulation of the number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Native Language and Cultural Heritage) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Improving the Attitudes of Staff Toward Native American Pupils

HORIZONTAL: in order: Staff Questionnaire, question 30 (no response, negligible – considerably, not applicable);
Parent Committee Guide, question 28 (no response negligible – consderably, not applicable)
VERTICAL: number of personnel involved

	COUNT ROW PCT COL PCT TOT PCT	STAFF30						PC28						ROW TOTAL
STAFF912 Number of Staff Involved		0.	1.	2.	3.	4.	5.	0.	1.	2.	3.	4.	5.	
	0.	23 30.7 100.0 10.8	2 2.7 66.7 0.9	10 13.3 50.0 4.7	18 24.0 20.9 8.5	16 21.3 22.9 7.5	6 8.0 54.5 2.8	8 10.7 72.7 3.8	1 1.3 100.0 0.5	9 12.0 45.0 4.2	29 38.7 27.6 13.6	20 26.7 32.3 9.4	8 10.7 57.1 3.8	75 35.2
	1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	8 13.1 40.0 3.8	28 45.9 32.6 13.1	22 36.1 31.4 10.3	3 4.9 27.3 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 11.5 35.0 3.3	36 59.0 34.3 16.9	13 21.3 21.0 6.1	5 8.2 35.7 2.3	61 28.6
	2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 5.0 10.0 0.9	22 55.0 25.6 10.3	15 37.5 21.4 7.0	1 2.5 9.1 0.5	2 5.0 18.2 0.9	0 0.0 0.0 0.0	1 2.5 5.0 0.5	19 47.5 18.1 8.9	17 42.5 27.4 8.0	1 2.5 7.1 0.5	40 18.8
	3.	0 0.0 0.0 0.0	1 4.5 33.3 0.5	0 0.0 0.0 0.0	11 50.0 12.8 5.2	9 40.9 12.9 4.2	1 4.5 9.1 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 9.1 10.0 0.9	12 54.5 11.4 5.6	8 36.4 12.9 3.8	0 0.0 0.0 0.0	22 10.3
	4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 46.7 8.1 3.3	8 53.3 11.4 3.8	0 0.0 0.0 0.0	1 6.7 9.1 0.5	0 0.0 0.0 0.0	1 6.7 5.0 0.5	9 60.0 8.6 4.2	4 26.7 6.5 1.9	0 0.0 0.0 0.0	15 7.0
	COLUMN TOTAL	23 10.8	3 1.4	20 9.4	86 40.4	70 32.9	11 5.2	11 5.2	1 0.5	20 9.4	105 49.3	62 29.1	14 6.6	213 100.0

NOTE 1: The horizontal scale which applies to tables 28A–H, 29A–H, and 30A–H is:

No Response (0)	Negligible (1)	Little (2)	Moderately (3)	Considerably (4)	Not Applicable (5)

TABLE IV-29D

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Counselling and Guidance) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Improving the Attitudes of Staff Toward Native American Pupils

HORIZONTAL: in order: Staff Questionnaire, question 30 (no response, negligible – considerably, not applicable);
Parent Committee Guide, question 28 (no response negligible – consderably, not applicable)
VERTICAL: number of personnel involved

COUNT ROW PCT COL PCT TOT PCT	STAFF30						PC28						ROW TOTAL
STAFF915 Number of Staff Involved	0.	1.	2.	3.	4.	5.	0.	1.	2.	3.	4.	5.	
0.	23 27.1 100.0 10.8	2 2.4 66.7 0.9	9 10.6 45.0 4.2	24 28.2 27.9 11.3	22 25.9 31.4 10.3	5 5.9 45.5 2.3	9 10.6 81.8 4.2	0 0.0 0.0 0.0	11 12.9 55.0 5.2	37 43.5 35.2 17.4	19 22.4 30.6 8.9	9 10.6 64.3 4.2	85 39.9
1.	0 0.0 0.0 0.0	1 1.5 33.3 0.5	9 13.8 45.0 4.2	30 46.2 34.9 14.1	20 30.8 28.6 9.4	5 7.7 45.5 2.3	1 1.5 9.1 0.5	1 1.5 100.0 0.5	5 7.7 25.0 2.3	35 53.8 33.3 16.4	21 32.3 33.9 9.9	2 3.1 14.3 0.9	65 30.5
2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 5.3 10.0 0.9	22 57.9 25.6 10.3	14 36.8 20.0 6.6	0 0.0 0.0 0.0	1 2.6 9.1 0.5	0 0.0 0.0 0.0	3 7.9 15.0 1.4	21 55.3 20.0 9.9	10 26.3 16.1 4.7	3 7.9 21.4 1.4	38 17.8
3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 38.9 8.1 3.3	11 61.1 15.7 5.2	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	9 50.0 8.6 4.2	9 50.0 14.5 4.2	0 0.0 0.0 0.0	18 8.5
4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 42.9 3.5 1.4	3 42.9 4.3 1.4	1 14.3 9.1 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 14.3 5.0 0.5	3 42.9 2.9 1.4	3 42.9 4.8 1.4	0 0.0 0.0 0.0	7 3.3
COLUMN TOTAL	23 10.8	3 1.4	20 9.4	86 40.4	70 32.9	11 5.2	11 5.2	1 0.5	20 9.4	105 49.3	62 29.1	14 6.6	213 100.0

NOTE 1: The horizontal scale which applies to tables 28A–H, 29A–H, and 30A–H is:

No Response	Negligible	Little	Moderately	Considerably	Not Applicable
(0)	(1)	(2)	(3)	(4)	(5)

TABLE IV-29E

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Attendance) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Improving the Attitudes of Staff Toward Native American Pupils

HORIZONTAL: in order: Staff Questionnaire, question 30 (no response, negligible — considerably, not applicable); Parent Committee Guide, question 28 (no response negligible — consderably, not applicable)
VERTICAL: number of personnel involved

COUNT ROW PCT COL PCT TOT PCT	STAFF30						PC28						
TAFF916 Number of Staff Involved	0.	1.	2.	3.	4.	5.	0.	1.	2.	3.	4.	5.	ROW TOTAL
0.	23 27.1 100.0 10.8	2 2.4 66.7 0.9	10 11.8 50.0 4.7	25 29.4 29.1 11.7	23 27.1 32.9 10.8	2 2.4 18.2 0.9	9 10.6 81.8 4.2	1 1.2 100.0 0.5	9 10.6 45.0 4.2	39 45.9 37.1 18.3	18 21.2 29.0 8.5	9 10.6 64.3 4.2	85 39.9
1.	0 0.0 0.0 0.0	1 1.7 33.3 0.5	7 11.7 35.0 3.3	27 45.0 31.4 12.7	18 30.0 25.7 8.5	7 11.7 63.6 3.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 10.0 30.0 2.8	35 58.3 33.3 16.4	16 26.7 25.8 7.5	3 5.0 21.4 1.4	60 28.2
2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 8.6 15.0 1.4	20 57.1 23.3 9.4	10 28.6 14.3 4.7	2 5.7 18.2 0.9	2 5.7 18.2 0.9	0 0.0 0.0 0.0	2 5.7 10.0 0.9	15 42.9 14.3 7.0	14 40.0 22.6 6.6	2 5.7 14.3 0.9	35 16.4
3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	12 42.9 14.0 5.6	16 57.1 22.9 7.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 7.1 10.0 0.9	15 53.6 14.3 7.0	11 39.3 17.7 5.2	0 0.0 0.0 0.0	28 13.1
4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 40.0 2.3 0.9	3 60.0 4.3 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 20.0 5.0 0.5	1 20.0 1.0 0.5	3 60.0 4.8 1.4	0 0.0 0.0 0.0	5 2.3
COLUMN TOTAL	23 10.8	3 1.4	20 9.4	86 40.4	70 32.9	11 5.2	11 5.2	1 0.5	20 9.4	105 49.3	62 29.1	14 6.6	213 100.0

NOTE 1: **The horizontal scale which applies to tables 28A–H, 29A–H, and 30A–H is:**

No Response (0)	Negligible (1)	Little (2)	Moderately (3)	Considerably (4)	Not Applicable (5)

TABLE IV-29F
Crosstabulation of the Number of LEA's Who Have REported Various Numbers of Staff to be Involved in an Activity (e.g., Self-Concept) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Improving the Attitudes of Staff Toward Native American Pupils

HORIZONTAL: in order: Staff Questionnaire, question 30 (no response, negligible — considerably, not applicable);
Parent Committee Guide, question 28 (no response negligible — consderably, not applicable)
VERTICAL: number of personnel involved

	STAFF30						PC28						
STAFF917 Number of Staff Involved — COUNT ROW PCT COL PCT TOT PCT	0.	1.	2.	3.	4.	5.	0.	1.	2.	3.	4.	5.	ROW TOTAL
0.	23 37.1 100.0 10.8	2 3.2 66.7 0.9	7 11.3 35.0 3.3	12 19.4 14.0 5.6	14 22.6 20.0 6.6	4 6.5 36.4 1.9	7 11.3 63.6 3.3	1 1.6 100.0 0.5	9 14.5 45.0 4.2	28 45.2 26.7 13.1	9 14.5 14.5 4.2	8 12.9 57.1 3.8	62 29.1
1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	10 20.4 50.0 4.7	21 42.9 24.4 9.9	15 30.6 21.4 7.0	3 6.1 27.3 1.4	2 4.1 18.2 0.9	0 0.0 0.0 0.0	5 10.2 25.0 2.3	24 49.0 22.9 11.3	14 28.6 22.6 6.6	4 8.2 28.6 1.9	49 23.0
2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 7.3 15.0 1.4	22 53.7 25.6 10.3	16 39.0 22.9 7.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 7.3 15.0 1.4	21 51.2 20.0 9.9	15 36.6 24.2 7.0	2 4.9 14.3 0.9	41 19.2
3.	0 0.0 0.0 0.0	1 2.0 33.3 0.5	0 0.0 0.0 0.0	26 52.0 30.2 12.2	21 42.0 30.0 9.9	2 4.0 18.2 0.9	1 2.0 9.1 0.5	0 0.0 0.0 0.0	3 6.0 15.0 1.4	27 54.0 25.7 12.7	19 38.0 30.6 8.9	0 0.0 0.0 0.0	50 23.5
4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 45.5 5.8 2.3	4 36.4 5.7 1.9	2 18.2 18.2 0.9	1 9.1 9.1 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 45.5 4.8 2.3	5 45.5 8.1 2.3	0 0.0 0.0 0.0	11 5.2
COLUMN TOTAL	23 10.8	3 1.4	20 9.4	86 40.4	70 32.9	11 5.2	11 5.2	1 0.5	20 9.4	105 49.3	62 29.1	14 6.6	213 100.0

NOTE 1: The horizontal scale which applies to tables 28A–H, 29A–H, and 30A–H is:

No Response (0)	Negligible (1)	Little (2)	Moderately (3)	Considerably (4)	Not Applicable (5)

TABLE IV-29G

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Responsibility and Self Direction) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Improving the Attitudes of Staff Toward Native American Pupils

HORIZONTAL: in order: Staff Questionnaire, question 30 (no response, negligible – considerably, not applicable);
Parent Committee Guide, question 28 (no response negligible – consderably, not applicable)

VERTICAL: number of personnel involved

TAFF918 (Number of Staff Involved) — COUNT / ROW PCT / COL PCT / TOT PCT	STAFF30 0.	1.	2.	3.	4.	5.	PC28 0.	1.	2.	3.	4.	5.	ROW TOTAL
0.	23 31.5 100.0 10.8	1 1.4 33.3 0.5	10 13.7 50.0 4.7	15 20.5 17.4 7.0	21 28.8 30.0 9.9	3 4.1 27.3 1.4	8 11.0 72.7 3.8	1 1.4 100.0 0.5	10 13.7 50.0 4.7	34 46.6 32.4 16.0	13 17.8 21.0 6.1	7 9.6 50.0 3.3	73 34.3
1.	0 0.0 0.0 0.0	1 1.9 33.3 0.5	7 13.0 35.0 3.3	24 44.4 27.9 11.3	18 33.3 25.7 8.5	4 7.4 36.4 1.9	1 1.9 9.1 0.5	0 0.0 0.0 0.0	4 7.4 20.0 1.9	26 48.1 24.8 12.2	18 33.3 29.0 8.5	5 9.3 35.7 2.3	54 25.4
2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 7.7 15.0 1.4	22 56.4 25.6 10.3	14 35.9 20.0 6.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 15.4 30.0 2.8	18 46.2 17.1 8.5	13 33.3 21.0 6.1	2 5.1 14.3 0.9	39 18.3
3.	0 0.0 0.0 0.0	1 2.4 33.3 0.5	0 0.0 0.0 0.0	23 54.8 26.7 10.8	16 38.1 22.9 7.5	2 4.8 18.2 0.9	2 4.8 18.2 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	25 59.5 23.8 11.7	15 35.7 24.2 7.0	0 0.0 0.0 0.0	42 19.7
4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 40.0 2.3 0.9	1 20.0 1.4 0.5	2 40.0 18.2 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 40.0 1.9 0.9	3 60.0 4.8 1.4	0 0.0 0.0 0.0	5 2.3
COLUMN TOTAL	23 10.8	3 1.4	20 9.4	86 40.4	70 32.9	11 5.2	11 5.2	1 0.5	20 9.4	105 49.3	62 29.1	14 6.6	213 100.0

NOTE 1: The horizontal scale which applies to tables 28A–H, 29A–H, and 30A–H is:

No Response (0)	Negligible (1)	Little (2)	Moderately (3)	Considerably (4)	Not Applicable (5)

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TABLE IV-29H

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Attitude Toward School) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Improving the Attitudes of Staff Toward Native American Pupils

HORIZONTAL: in order: Staff Questionnaire, question 30 (no response negligible – considerably, not applicable);
Parent Committee Guide, question 28 (no response negligible – consderably, not applicable)
VERTICAL: number of personnel involved

COUNT ROW PCT COL PCT TOT PCT	STAFF30						PC28						ROW TOTAL
TAFF919	0.	1.	2.	3.	4.	5.	0.	1.	2.	3.	4.	5.	
0. Number of Staff Involved	23 37.1 100.0 10.8	1 1.6 33.3 0.5	9 14.5 45.0 4.2	11 17.7 12.8 5.2	17 27.4 24.3 8.0	1 1.6 9.1 0.5	7 11.3 63.6 3.3	1 1.6 100.0 0.5	9 14.5 45.0 4.2	28 45.2 26.7 13.1	10 16.1 16.1 4.7	7 11.3 50.0 3.3	62 29.1
1.	0 0.0 0.0 0.0	1 1.8 33.3 0.5	8 14.3 40.0 3.8	22 39.3 25.6 10.3	19 33.9 27.1 8.9	6 10.7 54.5 2.8	2 3.6 18.2 0.9	0 0.0 0.0 0.0	5 8.9 25.0 2.3	28 50.0 26.7 13.1	16 28.6 25.8 7.5	5 8.9 35.7 2.3	56 26.3
2.	0 0.0 0.0 0.0	1 2.5 33.3 0.5	3 7.5 15.0 1.4	25 62.5 [illegible] 11.7	11 27.5 15.7 5.2	0 0.0 0.0 0.0	1 2.5 9.1 0.5	0 0.0 0.0 0.0	4 10.0 20.0 1.9	21 52.5 20.0 9.9	12 30.0 19.4 5.6	2 5.0 14.3 0.9	40 18.8
3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	23 51.1 26.7 10.8	20 44.4 28.6 9.4	2 4.4 18.2 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.2 5.0 0.5	23 51.1 21.9 10.8	21 46.7 33.9 9.9	0 0.0 0.0 0.0	45 21.1
4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 50.0 5.8 2.3	3 30.0 4.3 1.4	2 20.0 18.2 0.9	1 10.0 9.1 0.5	0 0.0 0.0 0.0	1 10.0 5.0 0.5	5 50.0 4.8 2.3	3 30.0 4.8 1.4	0 0.0 0.0 0.0	10 4.7
COLUMN TOTAL	23 10.8	3 1.4	20 9.4	86 40.4	70 32.9	11 5.2	11 5.2	1 0.5	20 9.4	105 49.3	62 29.1	14 6.6	213 100.0

NOTE 1: The horizontal scale which applies to tables 28A–H, 29A–H, and 30A–H is:

No Response (0)	Negligible (1)	Little (2)	Moderately (3)	Considerably (4)	Not Applicable (5)

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TABLE IV-30A

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Remedial Reading) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Improving the Attitudes of Non-Native American Pupils Toward Native American Pupils

HORIZONTAL: in order: Project Staff Questionnaire, question 31 (no response, negligible – considerably, not applicable); Parent Committee Guide, question 29 (no response, negligible – considerably, not applicable)

VERTICAL: number of personnel involved

STAFF901	COUNT ROW PCT COL PCT TOT PCT	STAFF31						PC29						ROW TOTAL
		0.	1.	2.	3.	4.	5.	0.	1.	2.	3.	4.	5.	
Number of Staff Involved	0.	23 30.3 100.0 10.8	3 3.9 60.0 1.4	14 18.4 37.8 6.6	21 27.6 23.3 9.9	13 17.1 32.5 6.1	2 2.6 11.1 0.9	6 7.9 60.0 2.8	3 3.9 33.3 1.4	15 19.7 37.5 7.0	29 38.2 33.3 13.6	16 21.1 31.4 7.5	7 9.2 43.8 3.3	76 35.7
	1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	11 17.5 29.7 5.2	29 46.0 32.2 13.6	15 23.8 37.5 7.0	8 12.7 44.4 3.8	3 4.8 30.0 1.4	5 7.9 55.6 2.3	11 17.5 27.5 5.2	23 36.5 26.4 10.8	16 25.4 31.4 7.5	5 7.9 31.3 2.3	63 29.6
	2.	0 0.0 0.0 0.0	1 2.4 20.0 0.5	7 17.1 18.9 3.3	25 61.0 27.8 11.7	4 9.8 10.0 1.9	4 9.8 22.2 1.9	1 2.4 10.0 0.5	0 0.0 0.0 0.0	10 24.4 25.0 4.7	16 39.0 18.4 7.5	10 24.4 19.6 4.7	4 9.8 25.0 1.9	41 19.2
	3.	0 0.0 0.0 0.0	1 4.5 20.0 0.5	4 18.2 10.8 1.9	9 40.9 10.0 4.2	5 22.7 12.5 2.3	3 13.6 16.7 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 13.6 7.5 1.4	14 63.6 16.1 6.6	5 22.7 9.8 2.3	0 0.0 0.0 0.0	22 10.3
	4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 9.1 2.7 0.5	6 54.5 6.7 2.8	3 27.3 7.5 1.4	1 9.1 5.6 0.5	0 0.0 0.0 0.0	1 9.1 11.1 0.5	1 9.1 2.5 0.5	5 45.5 5.7 2.3	4 36.4 7.8 1.9	0 0.0 0.0 0.0	11 5.2
	COLUMN TOTAL	23 10.8	5 2.3	37 17.4	90 42.3	40 18.8	18 8.5	10 4.7	9 4.2	40 18.8	87 40.8	51 23.9	16 7.5	213 100.0

NOTE 1: **The horizontal scale which applies to tables 28A–H, 29A–H, and 30A–H is:**

No Response (0)	Negligible (1)	Little (2)	Moderately (3)	Considerably (4)	Not Applicable (5)

TABLE IV-30B

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Remedial Mathematics) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Improving the Attitudes of Non-Native American Pupils Toward Native American Pupils

HORIZONTAL: in order: Project Staff Questionnaire, question 31 (no response, negligible – considerably, not applicable); Parent Committee Guide, question 29 (no response, negligible – considerably, not applicable)

VERTICAL: number of personnel involved

COUNT ROW PCT COL PCT TOT PCT	STAFF31						PC29						ROW TOTAL
STAFF902	0.	1.	2.	3.	4.	5.	0.	1.	2.	3.	4.	5.	
Number of Staff Involved 0.	23 24.0 100.0 10.8	2 2.1 40.0 0.9	19 19.8 51.4 8.9	29 30.2 32.2 13.6	18 18.8 45.0 8.5	5 5.2 27.8 2.3	9 9.4 90.0 4.2	4 4.2 44.4 1.9	17 17.7 42.5 8.0	36 37.5 41.4 16.9	21 21.9 41.2 9.9	9 9.4 56.3 4.2	96 45.1
1.	0 0.0 0.0 0.0	1 1.6 20.0 0.5	11 17.2 29.7 5.2	28 43.8 31.1 13.1	14 21.9 35.0 6.6	[illegible] 15.6 55.6 4.7	1 1.6 10.0 0.5	4 6.3 44.4 1.9	8 12.5 20.0 3.8	31 48.4 35.6 14.6	15 23.4 29.4 7.0	5 7.8 31.3 2.3	64 30.0
2.	0 0.0 0.0 0.0	1 3.6 20.0 0.5	3 10.7 8.1 1.4	21 75.0 23.3 9.9	2 7.1 5.0 0.9	1 3.6 5.6 0.5	0 0.0 0.0 0.0	1 3.6 11.1 0.5	11 39.3 27.5 5.2	7 25.0 8.0 3.3	7 25.0 13.7 3.3	2 7.1 12.5 0.9	28 13.1
3.	0 0.0 0.0 0.0	1 5.3 20.0 0.5	4 21.1 10.8 1.9	9 47.4 10.0 4.2	4 21.1 10.0 1.9	1 5.3 5.6 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 15.8 7.5 1.4	10 52.6 11.5 4.7	6 31.6 11.8 2.8	0 0.0 0.0 0.0	19 8.9
4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 50.0 3.3 1.4	2 33.3 5.0 0.9	1 16.7 5.6 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 16.7 2.5 0.5	3 50.0 3.4 1.4	2 33.3 3.9 0.9	0 0.0 0.0 0.0	6 2.8
COLUMN TOTAL	23 10.8	5 2.3	37 17.4	90 42.3	40 18.8	18 8.5	10 4.7	9 4.2	40 18.8	87 40.8	51 23.9	16 7.5	213 100.0

NOTE 1: **The horizontal scale which applies to tables 28A–H, 29A–H, and 30A–H is:**

No Response (0)	Negligible (1)	Little (2)	Moderately (3)	Considerably (4)	Not Applicable (5)

A-100

TABLE IV-30C

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Native Language and Cultural Heritage) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Improving the Attitudes of Non-Native American Pupils Toward Native American Pupils

HORIZONTAL: in order: Project Staff Questionnaire, question 31 (no response, negligible — considerably, not applicable); Parent Committee Guide, question 29 (no response, negligible — considerably, not applicable)

VERTICAL: number of personnel involved

COUNT ROW PCT COL PCT TOT PCT	STAFF31						PC29						ROW TOTAL
STAFF912	0.	1.	2.	3.	4.	5.	0.	1.	2.	3.	4.	5.	
Number of Staff Involved 0.	23 30.7 100.0 10.8	3 4.0 60.0 1.4	13 17.3 35.1 6.1	20 26.7 22.2 9.4	8 10.7 20.0 3.8	8 10.7 44.4 3.8	8 10.7 80.0 3.8	6 8.0 66.7 2.8	15 20.0 37.5 7.0	24 32.0 27.6 11.3	12 16.0 23.5 5.6	10 13.3 62.5 4.7	75 35.2
1.	0 0.0 0.0 0.0	1 1.6 20.0 0.5	12 19.7 32.4 5.6	30 49.2 33.3 14.1	14 23.0 35.0 6.6	4 6.6 22.2 1.9	1 1.6 10.0 0.5	2 3.3 22.2 0.9	11 18.0 27.5 5.2	29 47.5 33.3 13.6	13 21.3 25.5 6.1	5 8.2 31.3 2.3	61 28.6
2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	10 25.0 27.0 4.7	21 52.5 23.3 9.9	7 17.5 17.5 3.3	2 5.0 11.1 0.9	1 2.5 10.0 0.5	1 2.5 11.1 0.5	6 15.0 15.0 2.8	15 37.5 17.2 7.0	16 40.0 31.4 7.5	1 2.5 6.3 0.5	40 18.8
3.	0 0.0 0.0 0.0	1 4.5 20.0 0.5	1 4.5 2.7 0.5	12 54.5 13.3 5.6	6 27.3 15.0 2.8	2 9.1 11.1 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 27.3 15.0 2.8	11 50.0 12.6 5.2	5 22.7 9.8 2.3	0 0.0 0.0 0.0	22 10.3
4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 6.7 2.7 0.5	7 46.7 7.8 3.3	5 33.3 12.5 2.3	2 13.3 11.1 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 13.3 5.0 0.9	8 53.3 9.2 3.8	5 33.3 9.8 2.3	0 0.0 0.0 0.0	15 7.0
COLUMN TOTAL	23 10.8	5 2.3	37 17.4	90 42.3	40 18.8	18 8.5	10 4.7	9 4.2	40 18.8	87 40.8	51 23.9	16 7.5	213 100.0

NOTE 1: The horizontal scale which applies to tables 28A–H, 29A–H, and 30A–H is:

No Response (0)	**Negligible (1)**	**Little (2)**	**Moderately (3)**	**Considerably (4)**	**Not Applicable (5)**

TABLE IV-30D

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Counselling and Guidance) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which The Title IV Project Was Effective in Improving the Attitudes of Non-Native American Pupils Toward Native American Pupils

HORIZONTAL: in order: Project Staff Questionnaire, question 31 (no response, negligible – considerably, not applicable); Parent Committee Guide, question 29 (no response, negligible – considerably, not applicable)

VERTICAL: number of personnel involved

STAFF915 Number of Staff Involved	COUNT ROW PCT COL PCT TOT PCT	STAFF31 0.	1.	2.	3.	4.	5.	PC29 0.	1.	2.	3.	4.	5.	ROW TOTAL
0.		23 27.1 100.0 10.8	4 4.7 80.0 1.9	17 20.0 45.9 8.0	18 21.2 20.0 8.5	15 17.6 37.5 7.0	8 9.4 44.4 3.8	9 10.6 90.0 4.2	5 5.9 55.6 2.3	11 12.9 27.5 5.2	35 41.2 40.2 16.4	15 17.6 29.4 7.0	10 11.8 62.5 4.7	85 39.9
1.		0 0.0 0.0 0.0	1 1.5 20.0 0.5	13 20.0 35.1 6.1	31 47.7 34.4 14.6	13 20.0 32.5 6.1	7 10.8 38.9 3.3	1 1.5 10.0 0.5	2 3.1 22.2 0.9	14 21.5 35.0 6.6	23 35.4 26.4 10.8	20 30.8 39.2 9.4	5 7.7 31.3 2.3	65 30.5
2.		0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 10.5 10.8 1.9	28 73.7 31.1 13.1	5 13.2 12.5 2.3	1 2.6 5.6 0.5	0 0.0 0.0 0.0	1 2.6 11.1 0.5	9 23.7 22.5 4.2	20 52.6 23.0 9.4	7 18.4 13.7 3.3	1 2.6 6.3 0.5	38 17.8
3.		0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 11.1 5.4 0.9	9 50.0 10.0 4.2	6 33.3 15.0 2.8	1 5.6 5.6 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 22.2 10.0 1.9	7 38.9 8.0 3.3	7 38.9 13.7 3.3	0 0.0 0.0 0.0	18 8.5
4.		0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 14.3 2.7 0.5	4 57.1 4.4 1.9	1 14.3 2.5 0.5	1 14.3 5.6 0.5	0 0.0 0.0 0.0	1 14.3 11.1 0.5	2 28.6 5.0 0.9	2 28.6 2.3 0.9	2 28.6 3.9 0.9	0 0.0 0.0 0.0	7 3.3
COLUMN TOTAL		23 10.8	5 2.3	37 17.4	90 42.3	40 18.8	18 8.5	10 4.7	9 4.2	40 18.8	87 40.8	51 23.9	16 7.5	213 100.0

NOTE 1: The horizontal scale which applies to tables 28A–H, 29A–H, and 30A–H is:

No Response (0)	Negligible (1)	Little (2)	Moderately (3)	Considerably (4)	Not Applicable (5)

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TABLE IV-30E

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Attendance) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Improving the Attitudes of Non-Native American Pupils Toward Native American Pupils

HORIZONTAL: in order: Project Staff Questionnaire, question 31 (no response, negligible – considerably, not applicable); Parent Committee Guide, question 29 (no response, negligible – considerably, not applicable)

VERTICAL: number of personnel involved

	COUNT ROW PCT COL PCT TOT PCT	STAFF31						PC29						ROW TOTAL
TAFF910		0.	1.	2.	3.	4.	5.	0.	1.	2.	3.	4.	5.	
Number of Staff Involved	0.	23 27.1 100.0 10.8	5 5.9 100.0 2.3	14 16.5 37.8 6.6	24 28.2 26.7 11.3	13 15.3 32.5 6.1	6 7.1 33.3 2.8	9 10.6 90.0 4.2	6 7.1 66.7 2.8	12 14.1 30.0 5.6	31 36.5 35.6 14.6	15 17.6 29.4 7.0	12 14.1 75.0 5.6	85 39.9
	1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	14 23.3 37.8 6.6	27 45.0 30.0 12.7	11 18.3 27.5 5.2	8 13.3 44.4 3.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	15 25.0 37.5 7.0	25 41.7 28.7 11.7	16 26.7 31.4 7.5	4 6.7 25.0 1.9	60 28.2
	2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 11.4 10.8 1.9	23 65.7 25.6 10.8	5 14.3 12.5 2.3	3 8.6 16.7 1.4	1 2.9 10.0 0.5	2 5.7 22.2 0.9	7 20.0 17.5 3.3	15 42.9 17.2 7.0	10 28.6 19.6 4.7	0 0.0 0.0 0.0	35 16.4
	3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 10.7 8.1 1.4	13 46.4 14.4 6.1	11 39.3 27.5 5.2	1 3.6 5.6 0.5	0 0.0 0.0 0.0	1 3.6 11.1 0.5	5 17.9 12.5 2.3	14 50.0 16.1 6.6	8 28.6 15.7 3.8	0 0.0 0.0 0.0	28 13.1
	4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 40.0 5.4 0.9	3 60.0 3.3 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 20.0 2.5 0.5	2 40.0 2.3 0.9	2 40.0 3.9 0.9	0 0.0 0.0 0.0	5 2.3
	COLUMN TOTAL	23 10.8	5 2.3	37 17.4	90 42.3	40 18.8	18 8.5	10 4.7	9 4.2	40 18.8	87 40.8	51 23.9	16 7.5	213 100.0

NOTE 1: The horizontal scale which applies to tables 28A–H, 29A–H, and 30A–H is:

No Response (0)	Negligible (1)	Little (2)	Moderately (3)	Considerably (4)	Not Applicable (5)

TABLE IV-30F

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Self-Concept) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Improving the Attitudes of Non-Native American Pupils Toward Native American Pupils

HORIZONTAL: in order: Project Staff Questionnaire, question 31 (no response, negligible — considerably, not applicable); Parent Committee Guide, question 29 (no response, negligible — considerably, not applicable)

VERTICAL: number of personnel involved

	STAFF31						PC29						
STAFF917 Number of Staff Involved (COUNT ROW PCT COL PCT TOT PCT)	0.	1.	2.	3.	4.	5.	0.	1.	2.	3.	4.	5.	ROW TOTAL
0.	23 37.1 100.0 10.8	3 4.8 60.0 1.4	9 14.5 24.3 4.2	12 19.4 13.3 5.6	8 12.9 20.0 3.8	7 11.3 38.9 3.3	8 12.9 80.0 3.8	4 6.5 44.4 1.9	10 16.1 25.0 4.7	23 37.1 26.4 10.8	6 9.7 11.8 2.8	11 17.7 68.8 5.2	62 29.1
1.	0 0.0 0.0 0.0	1 2.0 20.0 0.5	13 26.5 35.1 6.1	22 44.9 24.4 10.3	10 20.4 25.0 4.7	3 6.1 16.7 1.4	2 4.1 20.0 0.9	3 6.1 33.3 1.4	10 20.4 25.0 4.7	18 36.7 20.7 8.5	13 26.5 25.5 6.1	3 6.1 18.8 1.4	49 23.0
2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	8 19.5 21.6 3.8	23 56.1 25.6 10.8	6 14.6 15.0 2.8	4 9.8 22.2 1.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	8 19.5 20.0 3.8	15 36.6 17.2 7.0	16 39.0 31.4 7.5	2 4.9 12.5 0.9	41 19.2
3.	0 0.0 0.0 0.0	1 2.0 20.0 0.5	7 14.0 18.9 3.3	26 52.0 28.9 12.2	13 26.0 32.5 6.1	3 6.0 16.7 1.4	0 0.0 0.0 0.0	1 2.0 11.1 0.5	10 20.0 25.0 4.7	27 54.0 31.0 12.7	12 24.0 23.5 5.6	0 0.0 0.0 0.0	50 23.5
4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 63.6 7.8 3.3	3 27.3 7.5 1.4	1 9.1 5.6 0.5	0 0.0 0.0 0.0	1 9.1 11.1 0.5	2 18.2 5.0 0.9	4 36.4 4.6 1.9	4 36.4 7.8 1.9	0 0.0 0.0 0.0	11 5.2
COLUMN TOTAL	23 10.8	5 2.3	37 17.4	90 42.3	40 18.8	18 8.5	10 4.7	9 4.2	40 18.8	87 40.8	51 23.9	16 7.5	213 100.0

NOTE 1: The horizontal scale which applies to tables 28A—H, 29A—H, and 30A—H is:

No Response (0)	Negligible (1)	Little (2)	Moderately (3)	Considerably (4)	Not Applicable (5)

A-164

TABLE IV-30G

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Responsibility and Self-Direction) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Improving the Attitudes of Non-Native American Pupils Toward Native American Pupils

HORIZONTAL: in order: Project Staff Questionnaire, question 31 (no response, negligible – considerably, not applicable); Parent Committee Guide, question 29 (no response, negligible – considerably, not applicable)

VERTICAL: number of personnel involved

	STAFF31						PC29						
COUNT ROW PCT COL PCT TOT PCT	0.	1.	2.	3.	4.	5.	0.	1.	2.	3.	4.	5.	ROW TOTAL
TAFF918 Number of Staff Involved 0.	23 31.5 100.0 10.8	3 4.1 60.0 1.4	13 17.8 35.1 6.1	16 21.9 17.8 7.5	12 16.4 30.0 5.6	6 8.2 33.3 2.8	9 12.3 90.0 4.2	4 5.5 44.4 1.9	11 15.1 27.5 5.2	28 38.4 32.2 13.1	11 15.1 21.6 5.2	10 13.7 62.5 4.7	73 34.3
1.	0 0.0 0.0 0.0	1 1.9 20.0 0.5	12 22.2 32.4 5.6	23 42.6 25.6 10.8	12 22.2 30.0 5.6	6 11.1 33.3 2.8	1 1.9 10.0 0.5	2 3.7 22.2 0.9	10 18.5 25.0 4.7	19 35.2 21.8 8.9	18 33.3 35.3 8.5	4 7.4 25.0 1.9	54 25.4
2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	8 20.5 21.6 3.8	24 61.5 26.7 11.3	5 12.8 12.5 2.3	2 5.1 11.1 0.9	0 0.0 0.0 0.0	1 2.6 11.1 0.5	8 20.5 20.0 3.8	17 43.6 19.5 8.0	11 28.2 21.6 5.2	2 5.1 12.5 0.9	39 18.3
3.	0 0.0 0.0 0.0	1 2.4 20.0 0.5	3 7.1 8.1 1.4	25 59.5 27.8 11.7	10 23.8 25.0 4.7	3 7.1 16.7 1.4	0 0.0 0.0 0.0	1 2.4 11.1 0.5	10 23.8 25.0 4.7	22 52.4 25.3 10.3	9 21.4 17.6 4.2	0 0.0 0.0 0.0	42 19.7
4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 20.0 2.7 0.5	2 40.0 2.2 0.9	1 20.0 2.5 0.5	1 20.0 5.6 0.5	0 0.0 0.0 0.0	1 20.0 11.1 0.5	1 20.0 2.5 0.5	1 20.0 1.1 0.5	2 40.0 3.9 0.9	0 0.0 0.0 0.0	5 2.3
COLUMN TOTAL	23 10.8	5 2.3	37 17.4	90 42.3	40 18.8	18 8.5	10 4.7	9 4.2	40 18.8	87 40.8	51 23.9	16 7.5	213 100.0

NOTE 1: The horizontal scale which applies to tables 28A–H, 29A–H, and 30A–H is:

No Response (0)	Negligible (1)	Little (2)	Moderately (3)	Considerably (4)	Not Applicable (5)

A-105

TABLE IV-30H

Crosstabulation of the Number of LEA's Who Have Reported Various Numbers of Staff to be Involved in an Activity (e.g., Attitude Toward School) and Their Corresponding Parent Committees to Their Perceptions of the Extent to Which the Title IV Project Was Effective in Improving the Attitudes of Non-Native American Pupils Toward Native American Pupils

HORIZONTAL: in order: Project Staff Questionnaire, question 31 (no response, negligible — considerably, not applicable); Parent Committee Guide, question 29 (no response, negligible — considerably, not applicable)

VERTICAL: number of personnel involved

STAFF919 (Number of Staff Involved)	COUNT ROW PCT COL PCT TOT PCT	STAFF31 0.	1.	2.	3.	4.	5.	PC29 0.	1.	2.	3.	4.	5.	ROW TOTAL
0.		23 37.1 100.0 10.8	3 4.8 60.0 1.4	10 16.1 27.0 4.7	15 24.2 16.7 7.0	8 12.9 20.0 3.8	3 4.8 16.7 1.4	8 12.9 80.0 3.8	4 6.5 44.4 1.9	11 17.7 27.5 5.2	21 33.9 24.1 9.9	9 14.5 17.6 4.2	9 14.5 56.3 4.2	62 29.1
1.		0 0.0 0.0 0.0	1 1.8 20.0 0.5	12 21.4 32.4 5.6	23 41.1 25.6 10.8	12 21.4 30.0 5.6	8 14.3 44.4 3.8	2 3.6 20.0 0.9	2 3.6 22.2 0.9	10 17.9 25.0 4.7	23 41.1 26.4 10.8	14 25.0 27.5 6.6	5 8.9 31.3 2.3	56 26.3
2.		0 0.0 0.0 0.0	1 2.5 20.0 0.5	7 17.5 18.9 3.3	23 57.5 25.6 10.8	6 15.0 15.0 2.8	3 7.5 16.7 1.4	0 0.0 0.0 0.0	1 2.5 11.1 0.5	7 17.5 17.5 3.3	16 40.0 18.4 7.5	14 35.0 27.5 6.6	2 5.0 12.5 0.9	40 18.8
3.		0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 13.3 16.2 2.8	23 51.1 25.6 10.8	13 28.9 32.5 6.1	3 6.7 16.7 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	10 22.2 25.0 4.7	24 53.3 27.6 11.3	11 24.4 21.6 5.2	0 0.0 0.0 0.0	45 21.1
4.		0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 20.0 5.4 0.9	6 60.0 6.7 2.8	1 10.0 2.5 0.5	1 10.0 5.6 0.5	0 0.0 0.0 0.0	2 20.0 22.2 0.9	2 20.0 5.0 0.9	3 30.0 3.4 1.4	3 30.0 5.9 1.4	0 0.0 0.0 0.0	10 4.7
COLUMN TOTAL		23 10.8	5 2.3	37 17.4	90 42.3	40 18.8	18 8.5	10 4.7	9 4.2	40 18.8	87 40.8	51 23.9	16 7.5	213 100.0

NOTE 1: The horizontal scale which applies to tables 28A–H, 29A–H, and 30A–H is:

No Response (0)	Negligible (1)	Little (2)	Moderately (3)	Considerably (4)	Not Applicable (5)

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TABLE IV-31
Crosstabulation of Groups Providing Input to Educational Needs Assessment of Native American Pupils to the Size of the LEA Within Density Strata

HORIZONTAL: density strata (see sample design) and LEA size (1–300, 301–5,000, 5,001–20,000, 20,001–50,000, above 50,000)

VERTICAL: populations providing input – see Project Director Guide, question 10

LEA030

PD10A — Indian Pupils

URBAN

COUNT ROW PCT COL PCT TOT PCT	0.	301 TO 5000 2.	5001 TO 20000 3.	20001 TO 50000 4.	ABOVE 50000 5.	ROW TOTAL
0. No Response	1 50.0 7.7 1.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 7.1 1.7	2 3.4
1. Yes	11 22.4 84.6 19.0	3 6.1 100.0 5.2	8 16.3 72.7 13.8	15 30.6 88.2 25.9	12 24.5 85.7 20.7	49 84.5
2. No	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 50.0 18.2 3.4	1 25.0 5.9 1.7	1 25.0 7.1 1.7	4 6.9
3. Don't Know	1 33.3 7.7 1.7	0 0.0 0.0 0.0	1 33.3 9.1 1.7	1 33.3 5.9 1.7	0 0.0 0.0 0.0	3 5.2
COLUMN TOTAL	13 22.4	3 5.2	11 19.0	17 29.3	14 24.1	58 100.0

RURAL - HIGH

	0.	1 TO 300 1.	301 TO 5000 2.	5001 TO 20000 3.	ROW TOTAL
0. No Response	1 20.0 12.5 1.0	0 0.0 0.0 0.0	4 80.0 4.8 3.8	0 0.0 0.0 0.0	5 4.8
1. Yes	6 6.9 75.0 5.7	4 4.6 80.0 3.8	69 79.3 83.1 65.7	8 9.2 88.9 7.6	87 82.9
2. No	0 0.0 0.0 0.0	1 14.3 20.0 1.0	5 71.4 6.0 4.8	1 14.3 11.1 1.0	7 6.7
3. Don't Know	1 16.7 12.5 1.0	0 0.0 0.0 0.0	5 83.3 6.0 4.8	0 0.0 0.0 0.0	6 5.7
COLUMN TOTAL	8 7.6	5 4.8	83 79.0	9 8.6	105 100.0

RURAL - LOW

	0.	1 TO 300 1.	301 TO 5000 2.	5001 TO 20000 3.	20001 TO 50000 4.	ROW TOTAL
0. No Response	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 3.6 2.0	1 50.0 5.9 2.0	0 0.0 0.0 0.0	2 4.0
1. Yes	2 5.3 66.7 4.0	1 2.6 100.0 2.0	20 52.6 71.4 40.0	14 36.8 82.4 28.0	1 2.6 100.0 2.0	38 76.0
2. No	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 75.0 21.4 12.0	2 25.0 11.8 4.0	0 0.0 0.0 0.0	8 16.0
3. Don't Know	1 50.0 33.3 2.0	0 0.0 0.0 0.0	1 50.0 3.6 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 4.0
COLUMN TOTAL	3 6.0	1 2.0	28 56.0	17 34.0	1 2.0	50 100.0

Parent Committee

URBAN

	0.	301 TO 5000 2.	5001 TO 20000 3.	20001 TO 50000 4.	ABOVE 50000 5.	ROW TOTAL
0.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 7.1 1.7	1 1.7
1.	12 21.4 92.3 20.7	3 5.4 100.0 5.2	11 19.6 100.0 19.0	17 30.4 100.0 29.3	13 23.2 92.9 22.4	56 96.6
2.						
3.	1 100.0 7.7 1.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 1.7
COLUMN TOTAL	13 22.4	3 5.2	11 19.0	17 29.3	14 24.1	58 100.0

RURAL - HIGH

	0.	1 TO 300 1.	301 TO 5000 2.	5001 TO 20000 3.	ROW TOTAL
0.	1 20.0 12.5 1.0	0 0.0 0.0 0.0	4 80.0 4.8 3.8	0 0.0 0.0 0.0	5 4.8
1.	7 7.0 87.5 6.7	5 5.0 100.0 4.8	79 79.0 95.2 75.2	9 9.0 100.0 8.6	100 95.2
COLUMN TOTAL	8 7.6	5 4.8	83 79.0	9 8.6	105 100.0

RURAL - LOW

	0.	1 TO 300 1.	301 TO 5000 2.	5001 TO 20000 3.	20001 TO 50000 4.	ROW TOTAL
0.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 3.6 2.0	1 50.0 5.9 2.0	0 0.0 0.0 0.0	2 4.0
1.	3 6.5 100.0 6.0	1 2.2 100.0 2.0	25 54.3 89.3 50.0	16 34.8 94.1 32.0	1 2.2 100.0 2.0	46 92.0
2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 7.1 4.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 4.0
COLUMN TOTAL	3 6.0	1 2.0	28 56.0	17 34.0	1 2.0	50 100.0

PD10C — Community Members

URBAN

	0.	301 TO 5000 2.	5001 TO 20000 3.	20001 TO 50000 4.	ABOVE 50000 5.	ROW TOTAL
0.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 7.1 1.7	1 1.7
1.	12 24.0 92.3 20.7	3 6.0 100.0 5.2	10 20.0 90.9 17.2	15 30.0 88.2 25.9	10 20.0 71.4 17.2	50 86.2
2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 50.0 11.8 3.4	2 50.0 14.3 3.4	4 6.9
3.	1 33.3 7.7 1.7	0 0.0 0.0 0.0	1 33.3 9.1 1.7	0 0.0 0.0 0.0	1 33.3 7.1 1.7	3 5.2
COLUMN TOTAL	13 22.4	3 5.2	11 19.0	17 29.3	14 24.1	58 100.0

RURAL - HIGH

	0.	1 TO 300 1.	301 TO 5000 2.	5001 TO 20000 3.	ROW TOTAL
0.	1 14.3 12.5 1.0	1 14.3 20.0 1.0	5 71.4 6.0 4.8	0 0.0 0.0 0.0	7 6.7
1.	7 7.7 87.5 6.7	4 4.4 80.0 3.8	72 79.1 86.7 68.6	8 8.8 88.9 7.6	91 86.7
2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 100.0 4.8 3.8	0 0.0 0.0 0.0	4 3.8
3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 66.7 2.4 1.9	1 33.3 11.1 1.0	3 2.9
COLUMN TOTAL	8 7.6	5 4.8	83 79.0	9 8.6	105 100.0

RURAL - LOW

	0.	1 TO 300 1.	301 TO 5000 2.	5001 TO 20000 3.	20001 TO 50000 4.	ROW TOTAL
0.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 66.7 7.1 4.0	1 33.3 5.9 2.0	0 0.0 0.0 0.0	3 6.0
1.	2 6.5 66.7 4.0	0 0.0 0.0 0.0	17 54.8 60.7 34.0	11 35.5 64.7 22.0	1 3.2 100.0 2.0	31 62.0
2.	1 9.1 33.3 2.0	0 0.0 0.0 0.0	7 63.6 25.0 14.0	3 27.3 17.6 6.0	0 0.0 0.0 0.0	11 22.0
3.	0 0.0 0.0 0.0	1 20.0 100.0 2.0	2 40.0 7.1 4.0	2 40.0 11.8 4.0	0 0.0 0.0 0.0	5 10.0
COLUMN TOTAL	3 6.0	1 2.0	28 56.0	17 34.0	1 2.0	50 100.0

TABLE IV-31 (continued)

Crosstabulation of Groups Providing Input to Educational Needs Assessment of Native American Pupils to the Size of the LEA Within Density Strata

HORIZONTAL: density strata (see sample design) and LEA size (1–300, 301–5,000, 5,001–20,000, 20,001–50,000, above 50,000)

VERTICAL: populations providing input — see Project Director Guide, question 10

COUNT ROW PCT COL PCT TOT PCT		URBAN						RURAL - HIGH					RURAL - LOW					
		LEA03B 0.	301 TO 5000 2.	5001 TO 20000 3.	20001 TO 50000 4.	ABOVE 50000 5.	ROW TOTAL	0.	1 TO 300 1.	301 TO 5000 2.	5001 TO 20000 3.	ROW TOTAL	0.	1 TO 300 1.	301 TO 5000 2.	5001 TO 20000 3.	20001 TO 50000 4.	ROW TOTAL
PD10D Tribal Committee Members	0.	7 50.0 53.8 12.1	0 0.0 0.0 0.0	4 28.6 36.4 6.9	0 0.0 0.0 0.0	3 21.4 21.4 5.2	14 24.1	2 14.3 25.0 1.9	2 14.3 40.0 1.9	9 64.3 10.8 8.6	1 7.1 11.1 1.0	14 13.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 33.3 7.1 4.0	4 66.7 23.5 8.0	0 0.0 0.0 0.0	6 12.0
	1.	0 0.0 0.0 0.0	2 20.0 66.7 3.4	3 30.0 27.3 5.2	3 30.0 17.6 5.2	2 20.0 14.3 3.4	10 17.2	5 8.6 62.5 4.8	1 1.7 20.0 1.0	48 82.8 57.8 45.7	4 6.9 44.4 3.8	58 55.2	2 9.5 66.7 4.0	0 0.0 0.0 0.0	12 57.1 42.9 24.0	7 33.3 41.2 14.0	0 0.0 0.0 0.0	21 42.0
	2.	3 12.0 23.1 5.2	1 4.0 33.3 1.7	3 12.0 27.3 5.2	11 44.0 64.7 19.0	7 28.0 50.0 12.1	25 43.1	1 4.3 12.5 1.0	2 8.7 40.0 1.9	17 73.9 20.5 16.2	3 13.0 33.3 2.9	23 21.9	1 5.6 33.3 2.0	1 5.6 100.0 2.0	12 66.7 42.9 24.0	4 22.2 23.5 8.0	0 0.0 0.0 0.0	18 36.0
	3.	3 33.3 23.1 5.2	0 0.0 0.0 0.0	1 11.1 9.1 1.7	3 33.3 17.6 5.2	2 22.2 14.3 3.4	9 15.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	9 90.0 10.8 8.6	1 10.0 11.1 1.0	10 9.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 40.0 7.1 4.0	2 40.0 11.8 4.0	1 20.0 100.0 2.0	5 10.0
COLUMN TOTAL		13 22.4	3 5.2	11 19.0	17 29.3	14 24.1	58 100.0	8 7.6	5 4.8	83 79.0	9 8.6	105 100.0	3 6.0	1 2.0	28 56.0	17 34.0	1 2.0	50 100.0
PD10E Project Staff	0.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 5.9 1.7	1 50.0 7.1 1.7	2 3.4	1 12.5 12.5 1.0	2 25.0 40.0 1.9	5 62.5 6.0 4.8	0 0.0 0.0 0.0	8 7.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 50.0 7.1 4.0	2 50.0 11.8 4.0	0 0.0 0.0 0.0	4 8.0
	1.	11 23.4 84.6 19.0	1 2.1 33.3 1.7	11 23.4 100.0 19.0	13 27.7 76.5 22.4	11 23.4 78.6 19.0	47 81.0	7 7.6 87.5 6.7	2 2.2 40.0 1.9	75 81.5 90.4 71.4	8 8.7 88.9 7.6	92 87.6	3 7.5 100.0 6.0	1 2.5 100.0 2.0	21 52.5 75.0 42.0	14 35.0 82.4 28.0	1 2.5 100.0 2.0	40 80.0
	2.	1 14.3 7.7 1.7	2 28.6 66.7 3.4	0 0.0 0.0 0.0	2 28.6 11.8 3.4	2 28.6 14.3 3.4	7 12.1	0 0.0 0.0 0.0	1 25.0 20.0 1.0	2 50.0 2.4 1.9	1 25.0 11.1 1.0	4 3.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 80.0 14.3 8.0	1 20.0 5.9 2.0	0 0.0 0.0 0.0	5 10.0
	3.	1 50.0 7.7 1.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 5.9 1.7	0 0.0 0.0 0.0	2 3.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 1.2 1.0	0 0.0 0.0 0.0	1 1.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 3.6 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.0
COLUMN TOTAL		13 22.4	3 5.2	11 19.0	17 29.3	14 24.1	58 100.0	8 7.6	5 4.8	83 79.0	9 8.6	105 100.0	3 6.0	1 2.0	28 56.0	17 34.0	1 2.0	50 100.0
PD10F Other District Staff	0.	1 50.0 7.7 1.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 7.1 1.7	2 3.4	1 12.5 12.5 1.0	0 0.0 0.0 0.0	7 87.5 8.4 6.7	0 0.0 0.0 0.0	8 7.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 75.0 10.7 6.0	1 25.0 5.9 2.0	0 0.0 0.0 0.0	4 8.0
	1.	10 21.7 76.9 17.2	3 6.5 100.0 5.2	9 19.6 81.8 15.5	13 28.3 76.5 22.4	11 23.9 78.6 19.0	46 79.3	6 7.2 75.0 5.7	4 4.8 80.0 3.8	64 77.1 77.1 61.0	9 10.8 100.0 8.6	83 79.0	2 5.6 66.7 4.0	1 2.8 100.0 2.0	18 50.0 64.3 36.0	14 38.9 82.4 28.0	1 2.8 100.0 2.0	36 72.0
	2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 20.0 9.1 1.7	2 40.0 11.8 3.4	2 40.0 14.3 3.4	5 8.6	1 7.7 12.5 1.0	1 7.7 20.0 1.0	11 84.6 13.3 10.5	0 0.0 0.0 0.0	13 12.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 77.8 25.0 14.0	2 22.2 11.8 4.0	0 0.0 0.0 0.0	9 18.0
	3.	2 40.0 15.4 3.4	0 0.0 0.0 0.0	1 20.0 9.1 1.7	2 40.0 11.8 3.4	0 0.0 0.0 0.0	5 8.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 1.2 1.0	0 0.0 0.0 0.0	1 1.0	1 100.0 33.3 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.0
COLUMN TOTAL		13 22.4	3 5.2	11 19.0	17 29.3	14 24.1	58 100.0	8 7.6	5 4.8	83 79.0	9 8.6	105 100.0	3 6.0	1 2.0	28 56.0	17 34.0	1 2.0	50 100.0

TABLE IV-32

Crosstabulation of Methods Used to Assess Educational Needs to Size of LEA Within Density Strata

HORIZONTAL: density strata (see sample design) and LEA size (1–300, 301–5,000, 5,001–20,000, 20,001–50,000, above 50,000)

VERTICAL: methods used for assessment — see Project Director Guide, question 11

URBAN

	COUNT ROW PCT COL PCT TOT PCT	LEA038 0.	301 TO 5000 2.	5001 TO 20000 3.	20001 TO 50000 4.	ABOVE 50000 5.	ROW TOTAL
PD11A Unsolicited Suggestions	No Response 0.	2 33.3 15.4 3.4	0 0.0 0.0 0.0	1 16.7 9.1 1.7	1 16.7 5.9 1.7	2 33.3 14.3 3.4	6 10.3
	Yes 1.	9 23.1 69.2 15.5	2 5.1 66.7 3.4	10 25.6 90.9 17.2	7 17.9 41.2 12.1	11 28.2 78.6 19.0	39 67.2
	No 2.	1 20.0 7.7 1.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 60.0 17.6 5.2	1 20.0 7.1 1.7	5 8.6
	Don't Know 3.	1 12.5 7.7 1.7	1 12.5 33.3 1.7	0 0.0 0.0 0.0	6 75.0 35.3 10.3	0 0.0 0.0 0.0	8 13.8
	COLUMN TOTAL	13 22.4	3 5.2	11 19.0	17 29.3	14 24.1	58 100.0
PD11B Unstructured Interview	0.	3 50.0 23.1 5.2	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 16.7 5.9 1.7	2 33.3 14.3 3.4	6 10.3
	1.	8 21.6 61.5 13.8	3 8.1 100.0 5.2	9 24.3 81.8 15.5	8 21.6 47.1 13.8	9 24.3 64.3 15.5	37 63.8
	2.	1 16.7 7.7 1.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 50.0 17.6 5.2	2 33.3 14.3 3.4	6 10.3
	3.	1 11.1 7.7 1.7	0 0.0 0.0 0.0	2 22.2 18.2 3.4	5 55.6 29.4 8.6	1 11.1 7.1 1.7	9 15.5
	COLUMN TOTAL	13 22.4	3 5.2	11 19.0	17 29.3	14 24.1	58 100.0

RURAL - HIGH

		0.	1 TO 300 1.	301 TO 5000 2.	5001 TO 20000 3.	ROW TOTAL
PD11A Unsolicited Suggestions	No Response 0.	2 22.2 25.0 1.9	0 0.0 0.0 0.0	6 66.7 7.2 5.7	1 11.1 11.1 1.0	9 8.6
	Yes 1.	5 6.7 62.5 4.8	3 4.0 60.0 2.9	60 80.0 72.3 57.1	7 9.3 77.8 6.7	75 71.4
	No 2.	0 0.0 0.0 0.0	1 11.1 20.0 1.0	8 88.9 9.6 7.6	0 0.0 0.0 0.0	9 8.6
	Don't Know 3.	1 8.3 12.5 1.0	1 8.3 20.0 1.0	9 75.0 10.8 8.6	1 8.3 11.1 1.0	12 11.4
	COLUMN TOTAL	8 7.6	5 4.8	83 79.0	9 8.6	105 100.0
PD11B Unstructured Interview	0.	2 22.2 25.0 1.9	0 0.0 0.0 0.0	6 66.7 7.2 5.7	1 11.1 11.1 1.0	9 8.6
	1.	4 5.8 50.0 3.8	3 4.3 60.0 2.9	54 78.3 65.1 51.4	8 11.6 88.9 7.6	69 65.7
	2.	1 5.6 12.5 1.0	1 5.6 20.0 1.0	16 88.9 19.3 15.2	0 0.0 0.0 0.0	18 17.1
	3.	1 11.1 12.5 1.0	1 11.1 20.0 1.0	7 77.8 8.4 6.7	0 0.0 0.0 0.0	9 8.6
	COLUMN TOTAL	8 7.6	5 4.8	83 79.0	9 8.6	105 100.0

RURAL - LOW

		0.	1 TO 300 1.	301 TO 5000 2.	5001 TO 20000 3.	20001 TO 50000 4.	ROW TOTAL
PD11A Unsolicited Suggestions	No Response 0.	1 25.0 33.3 2.0	0 0.0 0.0 0.0	1 25.0 3.6 2.0	2 50.0 11.8 4.0	0 0.0 0.0 0.0	4 8.0
	Yes 1.	2 5.7 66.7 4.0	1 2.9 100.0 2.0	18 51.4 64.3 36.0	13 37.1 76.5 26.0	1 2.9 100.0 2.0	35 70.0
	No 2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 87.5 25.0 14.0	1 12.5 5.9 2.0	0 0.0 0.0 0.0	8 16.0
	Don't Know 3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 66.7 7.1 4.0	1 33.3 5.9 2.0	0 0.0 0.0 0.0	3 6.0
	COLUMN TOTAL	3 6.0	1 2.0	28 56.0	17 34.0	1 2.0	50 100.0
PD11B Unstructured Interview	0.	1 25.0 33.3 2.0	0 0.0 0.0 0.0	1 25.0 3.6 2.0	2 50.0 11.8 4.0	0 0.0 0.0 0.0	4 8.0
	1.	2 6.5 66.7 4.0	1 3.2 100.0 2.0	14 45.2 50.0 28.0	13 41.9 76.5 26.0	1 3.2 100.0 2.0	31 62.0
	2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	10 83.3 35.7 20.0	2 16.7 11.8 4.0	0 0.0 0.0 0.0	12 24.0
	3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 100.0 10.7 6.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 6.0
	COLUMN TOTAL	3 6.0	1 2.0	28 56.0	17 34.0	1 2.0	50 100.0

TABLE IV-32 (continued)
Crosstabulation of Methods Used to Assess Educational Needs to Size of LEA Within Density Strata

HORIZONTAL: density strata (see sample design) and LEA size (1–300, 301–5,000, 5,001–20,000, 20,001–50,000, above 50,000)
VERTICAL: methods used for assessment – see Project Director Guide, question 11

URBAN

COUNT ROW PCT COL PCT TOT PCT		LEA038 0.	301 TO 5000 2.	5001 TO 20000 3.	20001 TO 50000 4.	ABOVE 50000 5.	ROW TOTAL
PU11C Structured Interviews	0.	3 50.0 23.1 5.2	0 0.0 0.0 0.0	2 33.3 18.2 3.4	0 0.0 0.0 0.0	1 16.7 7.1 1.7	6 10.3
	1.	6 25.0 46.2 10.3	2 8.3 66.7 3.4	3 12.5 27.3 5.2	5 20.8 29.4 8.6	8 33.3 57.1 13.8	24 41.4
	2.	2 11.1 15.4 3.4	0 0.0 0.0 0.0	5 27.8 45.5 8.6	8 44.4 47.1 13.8	3 16.7 21.4 5.2	18 31.0
	3.	2 20.0 15.4 3.4	1 10.0 33.3 1.7	1 10.0 9.1 1.7	4 40.0 23.5 6.9	2 20.0 14.3 3.4	10 17.2
COLUMN TOTAL		13 22.4	3 5.2	11 19.0	17 29.3	14 24.1	58 100.0
PU11D Questionnaires	0.	2 40.0 15.4 3.4	0 0.0 0.0 0.0	1 20.0 9.1 1.7	0 0.0 0.0 0.0	2 40.0 14.3 3.4	5 8.6
	1.	10 22.7 76.9 17.2	2 4.5 66.7 3.4	9 20.5 81.8 15.5	14 31.8 82.4 24.1	9 20.5 64.3 15.5	44 75.9
	2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 20.0 9.1 1.7	1 20.0 5.9 1.7	3 60.0 21.4 5.2	5 8.6
	3.	1 25.0 7.7 1.7	1 25.0 33.3 1.7	0 0.0 0.0 0.0	2 50.0 11.8 3.4	0 0.0 0.0 0.0	4 6.9
COLUMN TOTAL		13 22.4	3 5.2	11 19.0	17 29.3	14 24.1	58 100.0

RURAL - HIGH

		0.	1 TO 300 1.	301 TO 5000 2.	5001 TO 20000 3.	ROW TOTAL
PU11C Structured Interviews	0.	1 14.3 12.5 1.0	0 0.0 0.0 0.0	6 85.7 7.2 5.7	0 0.0 0.0 0.0	7 6.7
	1.	5 9.3 62.5 4.8	2 3.7 40.0 1.9	41 75.9 49.4 39.0	6 11.1 66.7 5.7	54 51.4
	2.	1 3.7 12.5 1.0	2 7.4 40.0 1.9	21 77.8 25.3 20.0	3 11.1 33.3 2.9	27 25.7
	3.	1 5.9 12.5 1.0	1 5.9 20.0 1.0	15 88.2 18.1 14.3	0 0.0 0.0 0.0	17 16.2
COLUMN TOTAL		8 7.6	5 4.8	83 79.0	9 8.6	105 100.0
PU11D Questionnaires	0.	1 11.1 12.5 1.0	0 0.0 0.0 0.0	7 77.8 8.4 6.7	1 11.1 11.1 1.0	9 8.6
	1.	6 8.8 75.0 5.7	0 0.0 0.0 0.0	56 82.4 67.5 53.3	6 8.8 66.7 5.7	68 64.8
	2.	0 0.0 0.0 0.0	4 21.1 80.0 3.8	14 73.7 16.9 13.3	1 5.3 11.1 1.0	19 18.1
	3.	1 11.1 12.5 1.0	1 11.1 20.0 1.0	6 66.7 7.2 5.7	1 11.1 11.1 1.0	9 8.6
COLUMN TOTAL		8 7.6	5 4.8	83 79.0	9 8.6	105 100.0

RURAL - LOW

		0.	1 TO 300 1.	301 TO 5000 2.	5001 TO 20000 3.	20001 TO 50000 4.	ROW TOTAL
PU11C Structured Interviews	0.	1 16.7 33.3 2.0	0 0.0 0.0 0.0	3 50.0 10.7 6.0	2 33.3 11.8 4.0	0 0.0 0.0 0.0	6 12.0
	1.	1 3.7 33.3 2.0	0 0.0 0.0 0.0	14 51.9 50.0 28.0	12 44.4 70.6 24.0	0 0.0 0.0 0.0	27 54.0
	2.	1 8.3 33.3 2.0	0 0.0 0.0 0.0	8 66.7 28.6 16.0	2 16.7 11.8 4.0	1 8.3 100.0 2.0	12 24.0
	3.	0 0.0 0.0 0.0	1 20.0 100.0 2.0	3 60.0 10.7 6.0	1 20.0 5.9 2.0	0 0.0 0.0 0.0	5 10.0
COLUMN TOTAL		3 6.0	1 2.0	28 56.0	17 34.0	1 2.0	50 100.0
PU11D Questionnaires	0.	1 12.5 33.3 2.0	0 0.0 0.0 0.0	4 50.0 14.3 8.0	3 37.5 17.6 6.0	0 0.0 0.0 0.0	8 16.0
	1.	1 4.5 33.3 2.0	1 4.5 100.0 2.0	10 45.5 35.7 20.0	9 40.9 52.9 18.0	1 4.5 100.0 2.0	22 44.0
	2.	1 6.3 33.3 2.0	0 0.0 0.0 0.0	10 62.5 35.7 20.0	5 31.3 29.4 10.0	0 0.0 0.0 0.0	16 32.0
	3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 100.0 14.3 8.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 8.0
COLUMN TOTAL		3 6.0	1 2.0	28 56.0	17 34.0	1 2.0	50 100.0

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TABLE IV-33

Crosstabulation of Activities of Parent Committee to LEA Size Within Density Strata

HORIZONTAL: parent committee activities (not involved – very involved) – see Project Director Guide, question 47
VERTICAL: density strata (see sample design) and LEA size (1–300, 301–5,000, 5,001–20,000, 20,001–50,000, above 50,000)

P047A STAFFING RECOMMENDATIONS

LEA038 / COUNT ROW PCT COL PCT TOT PCT	0.	NOT INVOLVED 1.	2.	3.	4.	VERY INVOLVED 5.	ROW TOTAL
URBAN 0.	1 7.7 33.3 1.7	1 7.7 25.0 1.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 23.1 27.3 5.2	8 61.5 22.2 13.8	13 22.4
301 TO 5000 2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 66.7 18.2 3.4	1 33.3 2.8 1.7	3 5.2
5001 TO 20000 3.	0 0.0 0.0 0.0	1 9.1 25.0 1.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 9.1 9.1 1.7	9 81.8 25.0 15.5	11 19.0
20001 TO 50000 4.	1 5.9 33.3 1.7	1 5.9 25.0 1.7	1 5.9 50.0 1.7	1 5.9 50.0 1.7	3 17.6 27.3 5.2	10 58.8 27.8 17.2	17 29.3
ABOVE 50000 5.	1 7.1 33.3 1.7	1 7.1 25.0 1.7	1 7.1 50.0 1.7	1 7.1 50.0 1.7	2 14.3 18.2 3.4	8 57.1 22.2 13.8	14 24.1
COLUMN TOTAL	3 5.2	4 6.9	2 3.4	2 3.4	11 19.0	36 62.1	58 100.0
RURAL – HIGH 0.	1 12.5 16.7 1.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 25.0 10.0 1.9	1 12.5 5.6 1.0	4 50.0 8.0 3.8	8 7.6
1 TO 300 1.	1 20.0 16.7 1.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 20.0 5.0 1.0	1 20.0 5.6 1.0	2 40.0 4.0 1.9	5 4.8
301 TO 5000 2.	4 4.8 66.7 3.8	1 1.2 33.3 1.0	7 8.4 87.5 6.7	16 19.3 80.0 15.2	14 16.9 77.8 13.3	41 49.4 82.0 39.0	83 79.0
5001 TO 20000 3.	0 0.0 0.0 0.0	2 22.2 66.7 1.9	1 11.1 12.5 1.0	1 11.1 5.0 1.0	2 22.2 11.1 1.9	3 33.3 6.0 2.9	9 8.6
COLUMN TOTAL	6 5.7	3 2.9	8 7.6	20 19.0	18 17.1	50 47.6	105 100.0
RURAL – LOW 0.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 33.3 7.1 2.0	2 66.7 8.0 4.0	3 6.0
1 TO 300 1.	0 0.0 0.0 0.0	1 100.0 33.3 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.0
301 TO 5000 2.	1 3.6 33.3 2.0	1 3.6 33.3 2.0	4 14.3 100.0 8.0	1 3.6 100.0 2.0	9 32.1 64.3 18.0	12 42.9 48.0 24.0	28 56.0
5001 TO 20000 3.	1 5.9 33.3 2.0	1 5.9 33.3 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 23.5 28.6 8.0	11 64.7 44.0 22.0	17 34.0
20001 TO 50000 4.	1 100.0 33.3 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.0
COLUMN TOTAL	3 6.0	3 6.0	4 8.0	1 2.0	14 28.0	25 50.0	50 100.0

CURRICULUM DECISIONS

LEA038 / COUNT ROW PCT COL PCT TOT PCT	0.	NOT INVOLVED 1.	2.	3.	4.	VERY INVOLVED 5.	ROW TOTAL
URBAN 0.	1 7.7 20.0 1.7	0 0.0 0.0 0.0	1 7.7 9.1 1.7	6 46.2 46.2 10.3	3 23.1 17.6 5.2	2 15.4 18.2 3.4	13 22.4
301 TO 5000 2.	1 33.3 20.0 1.7	0 0.0 0.0 0.0	1 33.3 9.1 1.7	0 0.0 0.0 0.0	1 33.3 5.9 1.7	0 0.0 0.0 0.0	3 5.2
5001 TO 20000 3.	0 0.0 0.0 0.0	1 9.1 100.0 1.7	2 18.2 18.2 3.4	1 9.1 7.7 1.7	4 36.4 23.5 6.9	3 27.3 27.3 5.2	11 19.0
20001 TO 50000 4.	1 5.9 20.0 1.7	0 0.0 0.0 0.0	3 17.6 27.3 5.2	3 17.6 23.1 5.2	7 41.2 41.2 12.1	3 17.6 27.3 5.2	17 29.3
ABOVE 50000 5.	2 14.3 40.0 3.4	0 0.0 0.0 0.0	4 28.6 36.4 6.9	3 21.4 23.1 5.2	2 14.3 11.8 3.4	3 21.4 27.3 5.2	14 24.1
COLUMN TOTAL	5 8.6	1 1.7	11 19.0	13 22.4	17 29.3	11 19.0	58 100.0
RURAL – HIGH 0.	1 12.5 12.5 1.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 25.0 10.0 1.9	2 25.0 5.7 1.9	3 37.5 9.4 2.9	8 7.6
1 TO 300 1.	1 20.0 12.5 1.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 20.0 2.9 1.0	3 60.0 9.4 2.9	5 4.8
301 TO 5000 2.	5 6.0 62.5 4.8	5 6.0 100.0 4.8	4 4.8 80.0 3.8	16 19.3 80.0 15.2	28 33.7 80.0 26.7	25 30.1 78.1 23.8	83 79.0
5001 TO 20000 3.	1 11.1 12.5 1.0	0 0.0 0.0 0.0	1 11.1 20.0 1.0	2 22.2 10.0 1.9	4 44.4 11.4 3.8	1 11.1 3.1 1.0	9 8.6
COLUMN TOTAL	8 7.6	5 4.8	5 4.8	20 19.0	35 33.3	32 30.5	105 100.0
RURAL – LOW 0.	0 0.0 0.0 0.0	1 33.3 12.5 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 66.7 14.3 4.0	0 0.0 0.0 0.0	3 6.0
1 TO 300 1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 7.1 2.0	0 0.0 0.0 0.0	1 2.0
301 TO 5000 2.	2 7.1 66.7 4.0	6 21.4 75.0 12.0	7 25.0 77.8 14.0	2 7.1 40.0 4.0	5 17.9 35.7 10.0	6 21.4 54.5 12.0	28 56.0
5001 TO 20000 3.	1 5.9 33.3 2.0	1 5.9 12.5 2.0	2 11.8 22.2 4.0	3 17.6 60.0 6.0	5 29.4 35.7 10.0	5 29.4 45.5 10.0	17 34.0
20001 TO 50000 4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 7.1 2.0	0 0.0 0.0 0.0	1 2.0
COLUMN TOTAL	3 6.0	8 16.0	9 18.0	5 10.0	14 28.0	11 22.0	50 100.0

TABLE IV-33 (continued)
Crosstabulation of Activities of Parent Committee to LEA Size Within Density Strata

HORIZONTAL: parent committee activities (not involved – very involved) – see Project Director Guide, question 47
VERTICAL: density strata (see sample design) and LEA size (1–300, 301–5,000, 5,001–20,000, 20,001–50,000, above 50,000)

SELECTION OF PUPILS

COUNT ROW PCT COL PCT TOT PCT	0.	NOT INVOLVED 1.	2.	3.	4.	VERY INVOLVED 5.	ROW TOTAL
LEA038 URBAN 0.	0 0.0 0.0 0.0	3 23.1 60.0 5.2	0 0.0 0.0 0.0	1 7.7 14.3 1.7	5 38.5 38.5 8.6	4 30.8 19.0 6.9	13 22.4
301 TO 5000 2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 33.3 14.3 1.7	1 33.3 7.7 1.7	1 33.3 4.8 1.7	3 5.2
5001 TO 20000 3.	3 27.3 60.0 5.2	0 0.0 0.0 0.0	1 9.1 14.3 1.7	1 9.1 14.3 1.7	1 9.1 7.7 1.7	5 45.5 23.8 8.6	11 19.0
20001 TO 50000 4.	0 0.0 0.0 0.0	1 5.9 20.0 1.7	4 23.5 57.1 6.9	2 11.8 28.6 3.4	6 35.3 46.2 10.3	4 23.5 19.0 6.9	17 29.3
ABOVE 50000 5.	2 14.3 40.0 3.4	1 7.1 20.0 1.7	2 14.3 28.6 3.4	2 14.3 28.6 3.4	0 0.0 0.0 0.0	7 50.0 33.3 12.1	14 24.1
COLUMN TOTAL	5 8.6	5 8.6	7 12.1	7 12.1	13 22.4	21 36.2	58 100.0
RURAL - HIGH 0.	1 12.5 16.7 1.0	1 12.5 5.6 1.0	0 0.0 0.0 0.0	2 25.0 11.1 1.9	2 25.0 9.5 1.9	2 25.0 7.4 1.9	8 7.6
1 TO 300 1.	1 20.0 16.7 1.0	0 0.0 0.0 0.0	2 40.0 13.3 1.9	1 20.0 5.6 1.0	1 20.0 4.8 1.0	0 0.0 0.0 0.0	5 4.8
301 TO 5000 2.	4 4.8 66.7 3.8	14 16.9 77.8 13.3	12 14.5 80.0 11.4	13 15.7 72.2 12.4	15 18.1 71.4 14.3	25 30.1 92.6 23.8	83 79.0
5001 TO 20000 3.	0 0.0 0.0 0.0	3 33.3 16.7 2.9	1 11.1 6.7 1.0	2 22.2 11.1 1.9	3 33.3 14.3 2.9	0 0.0 0.0 0.0	9 8.6
COLUMN TOTAL	6 5.7	18 17.1	15 14.3	18 17.1	21 20.0	27 25.7	105 100.0
RURAL - LOW 0.	1 33.3 33.3 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 33.3 33.3 2.0	0 0.0 0.0 0.0	1 33.3 5.0 2.0	3 6.0
1 TO 300 1.	0 0.0 0.0 0.0	1 100.0 33.3 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.0
301 TO 5000 2.	1 3.6 33.3 2.0	1 3.6 33.3 2.0	3 10.7 42.9 6.0	1 3.6 33.3 2.0	10 35.7 71.4 20.0	12 42.9 60.0 24.0	28 56.0
5001 TO 20000 3.	1 5.9 33.3 2.0	1 5.9 33.3 2.0	3 17.6 42.9 6.0	1 5.9 33.3 2.0	4 23.5 28.6 8.0	7 41.2 35.0 14.0	17 34.0
20001 TO 50000 4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 14.3 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.0
COLUMN TOTAL	3 6.0	3 6.0	7 14.0	3 6.0	14 28.0	20 40.0	50 100.0

PUBLIC RELATIONS

COUNT ROW PCT COL PCT TOT PCT	0.	NOT INVOLVED 1.	2.	3.	4.	VERY INVOLVED 5.	ROW TOTAL
LEA038 URBAN 0.	0 0.0 0.0 0.0	1 7.7 50.0 1.7	1 7.7 14.3 1.7	4 30.8 19.0 6.9	4 30.8 28.6 6.9	3 23.1 25.0 5.2	13 22.4
301 TO 5000 2.	0 0.0 0.0 0.0	1 33.3 50.0 1.7	1 33.3 14.3 1.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 33.3 8.3 1.7	3 5.2
5001 TO 20000 3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 18.2 28.6 3.4	4 36.4 19.0 6.9	1 9.1 7.1 1.7	4 36.4 33.3 6.9	11 19.0
20001 TO 50000 4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 5.9 14.3 1.7	8 47.1 38.1 13.8	6 35.3 42.9 10.3	2 11.8 16.7 3.4	17 29.3
ABOVE 50000 5.	2 14.3 100.0 3.4	0 0.0 0.0 0.0	2 14.3 28.6 3.4	5 35.7 23.8 8.6	3 21.4 21.4 5.2	2 14.3 16.7 3.4	14 24.1
COLUMN TOTAL	2 3.4	2 3.4	7 12.1	21 36.2	14 24.1	12 20.7	58 100.0
RURAL - HIGH 0.	1 12.5 16.7 1.0	0 0.0 0.0 0.0	1 12.5 12.5 1.0	2 25.0 9.5 1.9	2 25.0 5.3 1.9	2 25.0 8.0 1.9	8 7.6
1 TO 300 1.	1 20.0 16.7 1.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 80.0 10.5 3.8	0 0.0 0.0 0.0	5 4.8
301 TO 5000 2.	4 4.8 66.7 3.8	7 8.4 100.0 6.7	7 8.4 87.5 6.7	15 18.1 71.4 14.3	30 36.1 78.9 28.6	20 24.1 80.0 19.0	83 79.0
5001 TO 20000 3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 44.4 19.0 3.8	2 22.2 5.3 1.9	3 33.3 12.0 2.9	9 8.6
COLUMN TOTAL	6 5.7	7 6.7	8 7.6	21 20.0	38 36.2	25 23.8	105 100.0
RURAL - LOW 0.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 33.3 7.1 2.0	2 66.7 20.0 4.0	3 6.0
1 TO 300 1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 7.1 2.0	0 0.0 0.0 0.0	1 2.0
301 TO 5000 2.	1 3.6 50.0 2.0	2 7.1 66.7 4.0	5 17.9 100.0 10.0	10 35.7 62.5 20.0	7 25.0 50.0 14.0	3 10.7 30.0 6.0	28 56.0
5001 TO 20000 3.	1 5.9 50.0 2.0	1 5.9 33.3 2.0	0 0.0 0.0 0.0	5 29.4 31.3 10.0	5 29.4 35.7 10.0	5 29.4 50.0 10.0	17 34.0
20001 TO 50000 4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 6.3 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.0
COLUMN TOTAL	2 4.0	3 6.0	5 10.0	16 32.0	14 28.0	10 20.0	50 100.0

TABLE IV-33 (continued)
Crosstabulation of Activities of Parent Committee to LEA Size Within Density Strata

HORIZONTAL: parent committee activities (not involved – very involved) – see Project Director Guide, question 47
VERTICAL: density strata (see sample design) and LEA size (1–300, 301–5,000, 5,001–20,000, 20,001–50,000, above 50,000)

PROPOSAL DEVELOPMEN.

LEA038	COUNT ROW PCT COL PCT TOT PCT	0.	2.	3.	4.	VERY INVOLVED 5.	ROW TOTAL
URBAN		0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 7.7 12.5 1.7	7 53.8 41.2 12.1	5 38.5 17.2 8.6	13 22.4
301 TO 5000	2.	0 0.0 0.0 0.0	1 33.3 33.3 1.7	1 33.3 12.5 1.7	0 0.0 0.0 0.0	1 33.3 3.4 1.7	3 5.2
5001 TO 20000	3.	0 0.0 0.0 0.0	2 18.2 66.7 3.4	1 9.1 12.5 1.7	2 18.2 11.8 3.4	6 54.5 20.7 10.3	11 19.0
20001 TO 50000	4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 17.6 37.5 5.2	4 23.5 23.5 6.9	10 58.8 34.5 17.2	17 29.3
ABOVE 50000	5.	1 7.1 100.0 1.7	0 0.0 0.0 0.0	2 14.3 25.0 3.4	4 28.6 23.5 6.9	7 50.0 24.1 12.1	14 24.1
COLUMN TOTAL		1 1.7	3 5.2	8 13.8	17 29.3	29 50.0	58 100.0
RURAL - HIGH	0.	1 12.5 16.7 1.0	0 0.0 0.0 0.0	1 12.5 7.7 1.0	1 12.5 3.3 1.0	5 62.5 9.4 4.8	8 7.6
1 TO 300		1 20.0 16.7 1.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 40.0 6.7 1.9	2 40.0 3.8 1.9	5 4.8
301 TO 5000	2.	4 4.8 66.7 3.8	3 3.6 100.0 2.9	10 12.0 76.9 9.5	24 28.9 80.0 22.9	42 50.6 79.2 40.0	83 79.0
5001 TO 20000	3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 22.2 15.4 1.9	3 33.3 10.0 2.9	4 44.4 7.5 3.8	9 8.6
COLUMN TOTAL		6 5.7	3 2.9	13 12.4	30 28.6	53 50.5	105 100.0
RURAL - LOW	0.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 66.7 10.5 4.0	1 33.3 5.9 2.0	3 6.0
1 TO 300	1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 5.3 2.0	0 0.0 0.0 0.0	1 2.0
301 TO 5000	2.	1 3.6 50.0 2.0	2 7.1 100.0 4.0	7 25.0 70.0 14.0	7 25.0 36.8 14.0	11 39.3 64.7 22.0	28 56.0
5001 TO 20000	3.	1 5.9 50.0 2.0	0 0.0 0.0 0.0	3 17.6 30.0 6.0	9 52.9 47.4 18.0	4 23.5 23.5 8.0	17 34.0
20001 TO 50000	4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 5.9 2.0	1 2.0
COLUMN TOTAL		2 4.0	2 4.0	10 20.0	19 38.0	17 34.0	50 100.0

BUDGET REVIEW

LEA038		0.		3.	4.	VERY INVOLVED 5.	ROW TOTAL
URBAN		0 0.0 0.0 0.0		2 15.4 50.0 3.4	4 30.8 22.2 6.9	7 53.8 20.0 12.1	13 22.4
301 TO 5000	2.	0 0.0 0.0 0.0		0 0.0 0.0 0.0	2 66.7 11.1 3.4	1 33.3 2.9 1.7	3 5.2
5001 TO 20000	3.	0 0.0 0.0 0.0		0 0.0 0.0 0.0	3 27.3 16.7 5.2	8 72.7 22.9 13.8	11 19.0
20001 TO 50000	4.	0 0.0 0.0 0.0		2 11.8 50.0 3.4	5 29.4 27.8 8.6	10 58.8 28.6 17.2	17 29.3
ABOVE 50000	5.	1 7.1 100.0 1.7		0 0.0 0.0 0.0	4 28.6 22.2 6.9	9 64.3 25.7 15.5	14 24.1
COLUMN TOTAL		1 1.7		4 6.9	18 31.0	35 60.3	58 100.0
RURAL - HIGH	0.	1 12.5 16.7 1.0	0 0.0 0.0 0.0	1 12.5 11.1 1.0	0 0.0 0.0 0.0	6 75.0 10.2 5.7	8 7.6
1 TO 300		1 20.0 16.7 1.0	1 20.0 33.3 1.0	0 0.0 0.0 0.0	1 20.0 3.6 1.0	2 40.0 3.4 1.9	5 4.8
301 TO 5000	2.	4 4.8 66.7 3.8	2 2.4 66.7 1.9	7 8.4 77.8 6.7	22 26.5 78.6 21.0	48 57.8 81.4 45.7	83 79.0
5001 TO 20000	3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 11.1 11.1 1.0	5 55.6 17.9 4.8	3 33.3 5.1 2.9	9 8.6
COLUMN TOTAL		6 5.7	3 2.9	9 8.6	28 26.7	59 56.2	105 100.0
RURAL - LOW	0.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 33.3 5.6 2.0	2 66.7 9.5 4.0	3 6.0
1 TO 300	1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 4.8 2.0	1 2.0
301 TO 5000	2.	1 3.6 50.0 2.0	4 14.3 100.0 8.0	2 7.1 40.0 4.0	8 28.6 44.4 16.0	13 46.4 61.9 26.0	28 56.0
5001 TO 20000	3.	1 5.9 50.0 2.0	0 0.0 0.0 0.0	3 17.6 60.0 6.0	9 52.9 50.0 18.0	4 23.5 19.0 8.0	17 34.0
20001 TO 50000	4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 4.8 2.0	1 2.0
COLUMN TOTAL		2 4.0	4 8.0	5 10.0	18 36.0	21 42.0	50 100.0

TABLE IV-33 (continued)
Crosstabulation of Activities of Parent Committee to LEA Size Within Density Strata

HORIZONTAL: parent committee activities (not involved – very involved) – see Project Director Guide, question 47
VERTICAL: density strata (see sample design) and LEA size (1–300, 301–5,000, 5,001–20,000, 20,001–50,000, above 50,000)

ASSISTING INSTRUCTIONAL ACTIVITIES

COUNT ROW PCT COL PCT TOT PCT	0.	NOT INVC LVED 1.	2.	3.	4.	VERY INV OLVED 5.	ROW TOTAL
LEA038 URBAN 1.	1 7.7 16.7 1.7	0 0.0 0.0 0.0	5 38.5 26.3 8.6	5 38.5 33.3 8.6	1 7.7 12.5 1.7	1 7.7 25.0 1.7	13 22.4
301 TO 5000 2.	1 33.3 16.7 1.7	0 0.0 0.0 0.0	1 33.3 5.3 1.7	0 0.0 0.0 0.0	1 33.3 12.5 1.7	0 0.0 0.0 0.0	3 5.2
5001 TO 20000 3.	1 9.1 16.7 1.7	1 9.1 16.7 1.7	3 27.3 15.8 5.2	5 45.5 33.3 8.6	1 9.1 12.5 1.7	0 0.0 0.0 0.0	11 19.0
20001 TO 50000 4.	0 0.0 0.0 0.0	3 17.6 50.0 5.2	5 29.4 26.3 8.6	5 29.4 33.3 8.6	3 17.6 37.5 5.2	1 5.9 25.0 1.7	17 29.3
ABOVE 50000 5.	3 21.4 50.0 5.2	2 14.3 33.3 3.4	5 35.7 26.3 8.6	0 0.0 0.0 0.0	2 14.3 25.0 3.4	2 14.3 50.0 3.4	14 24.1
COLUMN TOTAL	6 10.3	6 10.3	19 32.8	15 25.9	8 13.8	4 6.9	58 100.0
RURAL - HIGH 0.	1 12.5 16.7 1.0	1 12.5 3.8 1.0	1 12.5 4.8 1.0	4 50.0 11.8 3.8	1 12.5 7.7 1.0	0 0.0 0.0 0.0	8 7.6
1 TO 300 1.	1 20.0 16.7 1.0	1 20.0 3.8 1.0	0 0.0 0.0 0.0	3 60.0 8.8 2.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 4.8
301 TO 5000 2.	4 4.8 66.7 3.8	21 25.3 80.8 20.0	18 21.7 85.7 17.1	26 31.3 76.5 24.8	10 12.0 76.9 9.5	4 4.8 80.0 3.8	83 79.0
5001 TO 20000 3.	0 0.0 0.0 0.0	3 33.3 11.5 2.9	2 22.2 9.5 1.9	1 11.1 2.9 1.0	2 22.2 15.4 1.9	1 11.1 20.0 1.0	9 8.6
COLUMN TOTAL	6 5.7	26 24.8	21 20.0	34 32.4	13 12.4	5 4.8	105 100.0
RURAL - LOW 0.	0 0.0 0.0 0.0	1 33.3 25.0 2.0	1 33.3 7.1 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 33.3 8.3 2.0	3 6.0
1 TO 300 1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 8.3 2.0	1 2.0
301 TO 5000 2.	2 7.1 66.7 4.0	2 7.1 50.0 4.0	9 32.1 64.3 18.0	3 10.7 33.3 6.0	6 21.4 75.0 12.0	6 21.4 50.0 12.0	28 56.0
5001 TO 20000 3.	1 5.9 33.3 2.0	0 0.0 0.0 0.0	4 23.5 28.6 8.0	6 35.3 66.7 12.0	2 11.8 25.0 4.0	4 23.5 33.3 8.0	17 34.0
20001 TO 50000 4.	0 0.0 0.0 0.0	1 100.0 25.0 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.0
COLUMN TOTAL	3 6.0	4 8.0	14 28.0	9 18.0	8 16.0	12 24.0	50 100.0

CONDUCT OF NEEDS ASSESSMENT

COUNT ROW PCT COL PCT TOT PCT	0.	NOT INVC LVED 1.	2.	3.	4.	VERY INV OLVED 5.	ROW TOTAL
LEA038 URBAN 1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 7.7 50.0 1.7	2 15.4 33.3 3.4	5 38.5 22.7 8.6	5 38.5 19.2 8.6	13 22.4
301 TO 5000 2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 66.7 9.1 3.4	1 33.3 3.8 1.7	3 5.2
5001 TO 20000 3.	0 0.0 0.0 0.0	1 9.1 100.0 1.7	0 0.0 0.0 0.0	2 18.2 33.3 3.4	2 18.2 9.1 3.4	6 54.5 23.1 10.3	11 19.0
20001 TO 50000 4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 5.9 50.0 1.7	1 5.9 16.7 1.7	7 41.2 31.8 12.1	8 47.1 30.8 13.8	17 29.3
ABOVE 50000 5.	1 7.1 100.0 1.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 7.1 16.7 1.7	6 42.9 27.3 10.3	6 42.9 23.1 10.3	14 24.1
COLUMN TOTAL	1 1.7	1 1.7	2 3.4	6 10.3	22 37.9	26 44.8	58 100.0
RURAL - HIGH 0.	1 12.5 14.3 1.0		1 12.5 11.1 1.0	1 12.5 9.1 1.0	1 12.5 2.8 1.0	4 50.0 9.5 3.8	8 7.6
1 TO 300 1.	1 20.0 14.3 1.0		1 20.0 11.1 1.0	1 20.0 9.1 1.0	1 20.0 2.8 1.0	1 20.0 2.4 1.0	5 4.8
301 TO 5000 2.	5 6.0 71.4 4.8		6 7.2 66.7 5.7	9 10.8 81.8 8.6	29 34.9 80.6 27.6	34 41.0 81.0 32.4	83 79.0
5001 TO 20000 3.	0 0.0 0.0 0.0		1 11.1 11.1 1.0	0 0.0 0.0 0.0	5 55.6 13.9 4.8	3 33.3 7.1 2.9	9 8.6
COLUMN TOTAL	7 6.7		9 8.6	11 10.5	36 34.3	42 40.0	105 100.0
RURAL - LOW 0.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 66.7 16.7 4.0	1 33.3 5.9 2.0	3 6.0
1 TO 300 1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 5.9 2.0	1 2.0
301 TO 5000 2.	2 7.1 66.7 4.0	1 3.6 100.0 2.0	3 10.7 75.0 6.0	7 25.0 53.8 14.0	6 21.4 50.0 12.0	9 32.1 52.9 18.0	28 56.0
5001 TO 20000 3.	1 5.9 33.3 2.0	0 0.0 0.0 0.0	1 5.9 25.0 2.0	6 35.3 46.2 12.0	4 23.5 33.3 8.0	5 29.4 29.4 10.0	17 34.0
20001 TO 50000 4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 5.9 2.0	1 2.0
COLUMN TOTAL	3 6.0	1 2.0	4 8.0	13 26.0	12 24.0	17 34.0	50 100.0

TABLE IV-33 (continued)
Crosstabulation of Activities of Parent Committee to LEA Size Within Density Strata

HORIZONTAL: parent committee activities (not involved – very involved) – see Project Director Guide, question 47
VERTICAL: density strata (see sample design) and LEA size (1–300, 301–5,000, 5,001–20,000, 20,001–50,000, above 50,000)

PROPOSAL REVIEW

LEA038	COUNT ROW PCT COL PCT TOT PCT	0.	2.	3.	4.	VERY INVOLVED 5.	ROW TOTAL
URBAN	0.	0 0.0 0.0 0.0		1 7.7 33.3 1.7	3 23.1 23.1 5.2	9 69.2 22.0 15.5	13 22.4
301 TO 5000	2.	0 0.0 0.0 0.0		0 0.0 0.0 0.0	2 66.7 15.4 3.4	1 33.3 2.4 1.7	3 5.2
5001 TO 20000	3.	0 0.0 0.0 0.0		0 0.0 0.0 0.0	2 18.2 15.4 3.4	9 81.8 22.0 15.5	11 19.0
20001 TO 50000	4.	0 0.0 0.0 0.0		2 11.8 66.7 3.4	3 17.6 23.1 5.2	12 70.6 29.3 20.7	17 29.3
ABOVE 50000	5.	1 7.1 100.0 1.7		0 0.0 0.0 0.0	3 21.4 23.1 5.2	10 71.4 24.4 17.2	14 24.1
COLUMN TOTAL		1 1.7		3 5.2	13 22.4	41 70.7	58 100.0
RURAL – HIGH	0.	1 12.5 16.7 1.0		1 12.5 10.0 1.0	0 0.0 0.0 0.0	6 75.0 9.4 5.7	8 7.6
1 TO 300	1.	1 20.0 16.7 1.0		0 0.0 0.0 0.0	2 40.0 8.0 1.9	2 40.0 3.1 1.9	5 4.8
301 TO 5000	2.	4 4.8 66.7 3.8		8 9.6 80.0 7.6	20 24.1 80.0 19.0	51 61.4 79.7 48.6	83 79.0
5001 TO 20000	3.	0 0.0 0.0 0.0		1 11.1 10.0 1.0	3 33.3 12.0 2.9	5 55.6 7.8 4.8	9 8.6
COLUMN TOTAL		6 5.7		10 9.5	25 23.8	64 61.0	105 100.0
RURAL – LOW	0.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 100.0 13.0 6.0	3 6.0
1 TO 300	1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 5.6 2.0	0 0.0 0.0 0.0	1 2.0
301 TO 5000	2.	1 3.6 50.0 2.0	2 7.1 100.0 4.0	3 10.7 60.0 6.0	9 32.1 50.0 18.0	13 46.4 56.5 26.0	28 56.0
5001 TO 20000	3.	1 5.9 50.0 2.0	0 0.0 0.0 0.0	2 11.8 40.0 4.0	8 47.1 44.4 16.0	6 35.3 26.1 12.0	17 34.0
20001 TO 50000	4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 4.3 2.0	1 2.0
COLUMN TOTAL		2 4.0	2 4.0	5 10.0	18 36.0	23 46.0	50 100.0

ESTABLISHING TITLE IV OBJECTIVES

LEA038	COUNT ROW PCT COL PCT TOT PCT	0.	2.	3.	4.	VERY INVOLVED 5.	ROW TOTAL
URBAN	0.	0 0.0 0.0 0.0	1 7.7 50.0 1.7	0 0.0 0.0 0.0	6 46.2 31.6 10.3	6 46.2 17.6 10.3	13 22.4
301 TO 5000	2.	0 0.0 0.0 0.0	1 33.3 50.0 1.7	0 0.0 0.0 0.0	1 33.3 5.3 1.7	1 33.3 2.9 1.7	3 5.2
5001 TO 20000	3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 9.1 50.0 1.7	5 45.5 26.3 8.6	5 45.5 14.7 8.6	11 19.0
20001 TO 50000	4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 5.9 50.0 1.7	4 23.5 21.1 6.9	12 70.6 35.3 20.7	17 29.3
ABOVE 50000	5.	1 7.1 100.0 1.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 21.4 15.8 5.2	10 71.4 29.4 17.2	14 24.1
COLUMN TOTAL		1 1.7	2 3.4	2 3.4	19 32.8	34 58.6	58 100.0
RURAL – HIGH	0.	1 12.5 16.7 1.0		1 12.5 5.3 1.0	0 0.0 0.0 0.0	6 75.0 12.0 5.7	8 7.6
1 TO 300	1.	1 20.0 16.7 1.0		0 0.0 0.0 0.0	3 60.0 10.0 2.9	1 20.0 2.0 1.0	5 4.8
301 TO 5000	2.	4 4.8 66.7 3.8		17 20.5 89.5 16.2	21 25.3 70.0 20.0	41 49.4 82.0 39.0	83 79.0
5001 TO 20000	3.	0 0.0 0.0 0.0		1 11.1 5.3 1.0	6 66.7 20.0 5.7	2 22.2 4.0 1.9	9 8.6
COLUMN TOTAL		6 5.7		19 18.1	30 28.6	50 47.6	105 100.0
RURAL – LOW	0.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 100.0 14.3 6.0	3 6.0
1 TO 300	1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 4.8 2.0	1 2.0
301 TO 5000	2.	1 3.6 50.0 2.0	3 10.7 100.0 6.0	5 17.9 71.4 10.0	7 25.0 41.2 14.0	12 42.9 57.1 24.0	28 56.0
5001 TO 20000	3.	1 5.9 50.0 2.0	0 0.0 0.0 0.0	2 11.8 28.6 4.0	9 52.9 52.9 18.0	5 29.4 23.8 10.0	17 34.0
20001 TO 50000	4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 5.9 2.0	0 0.0 0.0 0.0	1 2.0
COLUMN TOTAL		2 4.0	3 6.0	7 14.0	17 34.0	21 42.0	50 100.0

TABLE IV-33 (continued)
Crosstabulation of Activities of Parent Committee to LEA Size Within Density Strata

HORIZONTAL: parent committee activities (not involved – very involved) – see Project Director Guide, question 47
VERTICAL: density strata (see sample design) and LEA size (1–300, 301–5,000, 5,001–20,000, 20,001–50,000, above 50,000)

PROJECT MONITORING

LEA038 / COUNT ROW PCT COL PCT TOT PCT	NOT INVOLVED 0.	1.	2.	3.	4.	VERY INVOLVED 5.	ROW TOTAL
URBAN 0.	0 0.0 0.0 0.0	2 15.4 100.0 3.4	0 0.0 0.0 0.0	3 23.1 30.0 5.2	4 30.8 21.1 6.9	4 30.8 20.0 6.9	13 22.4
301 TO 5000 2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 33.3 20.0 1.7	0 0.0 0.0 0.0	1 33.3 5.3 1.7	1 33.3 5.0 1.7	3 5.2
5001 TO 20000 3.	1 9.1 50.0 1.7	0 0.0 0.0 0.0	1 9.1 20.0 1.7	1 9.1 10.0 1.7	3 27.3 15.8 5.2	5 45.5 25.0 8.6	11 19.0
20001 TO 50000 4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 11.8 40.0 3.4	2 11.8 20.0 3.4	7 41.2 36.8 12.1	6 35.3 30.0 10.3	17 29.3
ABOVE 50000 5.	1 7.1 50.0 1.7	0 0.0 0.0 0.0	1 7.1 20.0 1.7	4 28.6 40.0 6.9	4 28.6 21.1 6.9	4 28.6 20.0 6.9	14 24.1
COLUMN TOTAL	2 3.4	2 3.4	5 8.6	10 17.2	19 32.8	20 34.5	58 100.0
RURAL – HIGH 0.	1 12.5 16.7 1.0	1 12.5 20.0 1.0	0 0.0 0.0 0.0	1 12.5 4.2 1.0	1 12.5 3.3 1.0	4 50.0 12.5 3.8	8 7.6
1 TO 300 1.	1 20.0 16.7 1.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 60.0 12.5 2.9	1 20.0 3.3 1.0	0 0.0 0.0 0.0	5 4.8
301 TO 5000 2.	4 4.8 66.7 3.8	3 3.6 60.0 2.9	6 7.2 75.0 5.7	18 21.7 75.0 17.1	25 30.1 83.3 23.8	27 32.5 84.4 25.7	83 79.0
5001 TO 20000 3.	0 0.0 0.0 0.0	1 11.1 20.0 1.0	2 22.2 25.0 1.9	2 22.2 8.3 1.9	3 33.3 10.0 2.9	1 11.1 3.1 1.0	9 8.6
COLUMN TOTAL	6 5.7	5 4.8	8 7.6	24 22.9	30 28.6	32 30.5	105 100.0
RURAL – LOW 0.	0 0.0 0.0 0.0		1 33.3 10.0 2.0	0 0.0 0.0 0.0	1 33.3 7.1 2.0	1 33.3 7.7 2.0	3 6.0
1 TO 300 1.	0 0.0 0.0 0.0		0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 7.7 2.0	1 2.0
301 TO 5000 2.	1 3.6 50.0 2.0		7 25.0 70.0 14.0	6 21.4 54.5 12.0	8 28.6 57.1 16.0	6 21.4 46.2 12.0	28 56.0
5001 TO 20000 3.	1 5.9 50.0 2.0		2 11.8 20.0 4.0	5 29.4 45.5 10.0	4 23.5 28.6 8.0	5 29.4 38.5 10.0	17 34.0
20001 TO 50000 4.	0 0.0 0.0 0.0		0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 7.1 2.0	0 0.0 0.0 0.0	1 2.0
COLUMN TOTAL	2 4.0		10 20.0	11 22.0	14 28.0	13 26.0	50 100.0

PROJECT EVALUATIONS

LEA038 / COUNT ROW PCT COL PCT TOT PCT	NOT INVOLVED 0.	1.	2.	3.	4.	VERY INVOLVED 5.	ROW TOTAL
URBAN 0.	0 0.0 0.0 0.0	1 7.7 100.0 1.7	2 15.4 25.0 3.4	1 7.7 9.1 1.7	2 15.4 13.3 3.4	7 53.8 31.8 12.1	13 22.4
301 TO 5000 2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 33.3 12.5 1.7	0 0.0 0.0 0.0	1 33.3 6.7 1.7	1 33.3 4.5 1.7	3 5.2
5001 TO 20000 3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 36.4 36.4 6.9	2 18.2 13.3 3.4	5 45.5 22.7 8.6	11 19.0
20001 TO 50000 4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 17.6 37.5 5.2	2 11.8 18.2 3.4	7 41.2 46.7 12.1	5 29.4 22.7 8.6	17 29.3
ABOVE 50000 5.	1 7.1 100.0 1.7	0 0.0 0.0 0.0	2 14.3 25.0 3.4	4 28.6 36.4 6.9	3 21.4 20.0 5.2	4 28.6 18.2 6.9	14 24.1
COLUMN TOTAL	1 1.7	1 1.7	8 13.8	11 19.0	15 25.9	22 37.9	58 100.0
RURAL – HIGH 0.	1 12.5 16.7 1.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 12.5 5.0 1.0	1 12.5 3.4 1.0	5 62.5 13.5 4.8	8 7.6
1 TO 300 1.	1 20.0 16.7 1.0	0 0.0 0.0 0.0	1 20.0 10.0 1.0	1 20.0 5.0 1.0	1 20.0 3.4 1.0	1 20.0 2.7 1.0	5 4.8
301 TO 5000 2.	4 4.8 66.7 3.8	2 2.4 66.7 1.9	7 8.4 70.0 6.7	16 19.3 80.0 15.2	26 31.3 89.7 24.8	28 33.7 75.7 26.7	83 79.0
5001 TO 20000 3.	0 0.0 0.0 0.0	1 11.1 33.3 1.0	2 22.2 20.0 1.9	2 22.2 10.0 1.9	1 11.1 3.4 1.0	3 33.3 8.1 2.9	9 8.6
COLUMN TOTAL	6 5.7	3 2.9	10 9.5	20 19.0	29 27.6	37 35.2	105 100.0
RURAL – LOW 0.	0 0.0 0.0 0.0		0 0.0 0.0 0.0	1 33.3 7.7 2.0	0 0.0 0.0 0.0	2 66.7 15.4 4.0	3 6.0
1 TO 300 1.	0 0.0 0.0 0.0		0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 6.3 2.0	0 0.0 0.0 0.0	1 2.0
301 TO 5000 2.	1 3.6 50.0 2.0		5 17.9 83.3 10.0	5 17.9 38.5 10.0	9 32.1 56.3 18.0	8 28.6 61.5 16.0	28 56.0
5001 TO 20000 3.	1 5.9 50.0 2.0		1 5.9 16.7 2.0	7 41.2 53.8 14.0	5 29.4 31.3 10.0	3 17.6 23.1 6.0	17 34.0
20001 TO 50000 4.	0 0.0 0.0 0.0		0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 6.3 2.0	0 0.0 0.0 0.0	1 2.0
COLUMN TOTAL	2 4.0		6 12.0	13 26.0	16 32.0	13 26.0	50 100.0

TABLE IV-33 (continued)
Crosstabulation of Activities of Parent Committee to LEA Size Within Density Strata

HORIZONTAL: parent committee activities (not involved – very involved) – see Project Direct r Guide, question 47
VERTICAL: density strata (see sample design) and LEA size (1–300, 301–5,000, 5,001–20,000, 20,001–50,000, above 50,000)

FINAL REPORT DEVELOPMENT REVIEW

COUNT ROW PCT COL PCT TOT PCT	0.	NOT LVED 1.	2.	3.	4.	ERY INV OLVED 5.	ROW TOTAL
LEA038							
URBAN ^	0 0.0 0.0 0.0	2 15.4 66.7 3.4	1 7.7 16.7 1.7	2 15.4 20.0 3.4	3 23.1 17.6 5.2	5 38.5 23.8 8.6	13 22.4
301 TO 5000 2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 66.7 33.3 3.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 33.3 4.8 1.7	3 5.2
5001 TO 20000 3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 36.4 40.0 6.9	2 18.2 11.8 3.4	5 45.5 23.8 8.6	11 19.0
20001 TO 50000 4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 11.8 33.3 3.4	1 5.9 10.0 1.7	8 47.1 47.1 13.8	6 35.3 28.6 10.3	17 29.3
ABOVE 50000 5.	1 7.1 100.0 1.7	1 7.1 33.3 1.7	1 7.1 16.7 1.7	3 21.4 30.0 5.2	4 28.6 23.5 6.9	4 28.6 19.0 6.9	14 24.1
COLUMN TOTAL	1 1.7	3 5.2	6 10.3	10 17.2	17 29.3	21 36.2	58 100.0
RURAL – HIGH 0.	1 12.5 16.7 1.0	0 0.0 0.0 0.0	1 12.5 7.7 1.0	1 12.5 5.0 1.0	2 25.0 6.9 1.9	3 37.5 8.6 2.9	8 7.6
1 TO 300 1.	1 20.0 16.7 1.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 40.0 10.0 1.9	1 20.0 3.4 1.0	1 20.0 2.9 1.0	5 4.8
301 TO 5000 2.	4 4.8 66.7 3.8	2 2.4 100.0 1.9	9 10.8 69.2 8.6	16 19.3 80.0 15.2	24 28.9 82.8 22.9	28 33.7 80.0 26.7	83 79.0
5001 TO 20000 3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 33.3 23.1 2.9	1 11.1 5.0 1.0	2 22.2 6.9 1.9	3 33.3 8.6 2.9	9 8.6
COLUMN TOTAL	6 5.7	2 1.9	13 12.4	20 19.0	29 27.6	35 33.3	105 100.0
RURAL – LOW 0.	0 0.0 0.0 0.0		0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 33.3 5.6 2.0	2 66.7 16.7 4.0	3 6.0
1 TO 300 1.	0 0.0 0.0 0.0		0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 5.6 2.0	0 0.0 0.0 0.0	1 2.0
301 TO 5000 2.	1 3.6 50.0 2.0		6 21.4 100.0 12.0	6 21.4 50.0 12.0	9 32.1 50.0 18.0	6 21.4 50.0 12.0	28 56.0
5001 TO 20000 3.	1 5.9 50.0 2.0		0 0.0 0.0 0.0	6 35.3 50.0 12.0	6 35.3 33.3 12.0	4 23.5 33.3 8.0	17 34.0
20001 TO 50000 4.	0 0.0 0.0 0.0		0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 5.6 2.0	0 0.0 0.0 0.0	1 2.0
COLUMN TOTAL	2 4.0		6 12.0	12 24.0	18 36.0	12 24.0	50 100.0

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TABLE IV-34
Crosstabulation of Identified Educational Needs With Contributiors to Needs Assessment

HORIZONTAL: contributors to needs assessment (no response, yes, no, don't know) — see Project Director Guide, question 10

VERTICAL: identified needs — see Project Director Guide, question 13

PD13A	COUNT ROW PCT COL PCT TOT PCT	PD10A NATIVE AMRICAN PUPILS				PARENT COMMITTE MEMBERS				COMMUNITY MEMBERS			
		0.	1.	2.	3.	0.	1.	2.	3.	0.	1.	2.	3.
	0.	8 26.7 88.9 3.8	14 46.7 8.0 6.6	5 16.7 26.3 2.3	3 10.0 27.3 1.4	8 26.7 100.0 3.8	20 66.7 9.9 9.4	1 3.3 50.0 0.5	1 3.3 100.0 0.5	8 26.7 72.7 3.8	16 53.3 9.3 7.5	3 10.0 15.8 1.4	3 10.0 27.3 1.4
PHYSICAL NEEDS	1.	1 5.9 11.1 0.5	13 76.5 7.5 6.1	1 5.9 5.3 0.5	2 11.8 18.2 0.9	0 0.0 0.0 0.0	17 100.0 8.4 8.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	17 100.0 9.9 8.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0
REMEDIAL MATH	2.	0 0.0 0.0 0.0	5 71.4 2.9 2.3	2 28.6 10.5 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 85.7 3.0 2.8	1 14.3 50.0 0.5	0 0.0 0.0 0.0	2 28.6 18.2 0.9	4 57.1 2.3 1.9	1 14.3 5.3 0.5	0 0.0 0.0 0.0
REMEDIAL READING	3.	0 0.0 0.0 0.0	20 80.0 11.5 9.4	3 12.0 15.8 1.4	2 8.0 18.2 0.9	0 0.0 0.0 0.0	25 100.0 12.4 11.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 4.0 9.1 0.5	19 76.0 11.0 8.9	3 12.0 15.8 1.4	2 8.0 18.2 0.9
REMEDIAL GEN. AC	4.	0 0.0 0.0 0.0	22 91.7 12.6 10.3	1 4.2 5.3 0.5	1 4.2 9.1 0.5	0 0.0 0.0 0.0	24 100.0 11.9 11.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	24 100.0 14.0 11.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0
INDIAN HERITAGE	5.	0 0.0 0.0 0.0	31 91.2 17.8 14.6	1 2.9 5.3 0.5	2 5.9 18.2 0.9	0 0.0 0.0 0.0	34 100.0 16.8 16.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	29 85.3 16.9 13.6	3 8.8 15.8 1.4	2 5.9 18.2 0.9
AMERICAN SOCIETY	6.	0 0.0 0.0 0.0	1 100.0 0.6 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 0.5 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 0.6 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0
SELF_CONCEPT	7.	0 0.0 0.0 0.0	7 100.0 4.0 3.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 100.0 3.5 3.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 57.1 2.3 1.9	2 28.6 10.5 0.9	1 14.3 9.1 0.5
P.E. RECREATION	8.	0 0.0 0.0 0.0	2 100.0 1.1 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 1.0 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 1.2 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0
LEARNING MATERIA	9.	0 0.0 0.0 0.0	1 100.0 0.6 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 0.5 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 0.6 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0
SPECIAL ED.	10.	0 0.0 0.0 0.0	6 100.0 3.4 2.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 100.0 3.0 2.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 100.0 3.5 2.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0
Bilingual	11.	0 0.0 0.0 0.0	7 100.0 4.0 3.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 100.0 3.5 3.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 100.0 4.1 3.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0
MOTIVATIONAL	13.	0 0.0 0.0 0.0	13 100.0 7.5 6.1	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	13 100.0 6.4 6.1	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	12 92.3 7.0 5.6	1 7.7 5.3 0.5	0 0.0 0.0 0.0
ARTS CRAFTS	14.	0 0.0 0.0 0.0	8 100.0 4.6 3.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	8 100.0 4.0 3.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 75.0 3.5 2.8	2 25.0 10.5 0.9	0 0.0 0.0 0.0
CURRICULUM ENRIC	15.	0 0.0 0.0 0.0	1 50.0 0.6 0.5	1 50.0 5.3 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 1.0 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 0.6 0.5	1 50.0 5.3 0.5	0 0.0 0.0 0.0
Community Involvement	17.	0 0.0 0.0 0.0	5 71.4 2.9 2.3	2 28.6 10.5 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 100.0 3.5 3.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 57.1 2.3 1.9	1 14.3 5.3 0.5	2 28.6 18.2 0.9
STAFF AWARE	18.	0 0.0 0.0 0.0	1 100.0 0.6 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 0.5 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 0.6 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0
STAFF SKILL TRAI	19.	0 0.0 0.0 0.0	4 66.7 2.3 1.9	2 33.3 10.5 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 100.0 3.0 2.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 66.7 2.3 1.9	1 16.7 5.3 0.5	1 16.7 9.1 0.5
CAREER EDUCATION	21.	0 0.0 0.0 0.0	4 100.0 2.3 1.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 100.0 2.0 1.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 100.0 2.3 1.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0
Vocational Skills	24.	0 0.0 0.0 0.0	5 83.3 2.9 2.3	0 0.0 0.0 0.0	1 16.7 9.1 0.5	0 0.0 0.0 0.0	6 100.0 3.0 2.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 100.0 3.5 2.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0
OTHER	25.	0 0.0 0.0 0.0	1 100.0 0.6 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 0.5 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 0.6 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0
SUPPORTIVE SERVI	26.	0 0.0 0.0 0.0	3 75.0 1.7 1.4	1 25.0 5.3 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 100.0 2.0 1.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 75.0 1.7 1.4	1 25.0 5.3 0.5	0 0.0 0.0 0.0
	COLUMN TOTAL	9 4.2	174 81.7	19 8.9	11 5.2	8 3.8	202 94.8	2 0.9	1 0.5	11 5.2	172 80.8	19 8.9	11 5.2

TABLE IV-34 (continued)
Crosstabulation of Identified Educational Needs With Contributiors to Needs Assessment

HORIZONTAL: contributors to needs assessment (no response, yes, no, don't know) – see Project Director Guide, question 10
VERTICAL: identified needs – see Project Director Guide, question 13

P013A — COUNT ROW PCT COL PCT TOT PCT	TRIBAL COMMITTEE MEMBERS				PROJECT STAFF				OTHER SCHOOL DISTRICT STAFF				ROW TOTAL
	0.	1.	2.	3.	0.	1.	2.	3.	0.	1.	2.	3.	
0.	10 33.3 29.4 4.7	6 20.0 6.7 2.8	11 36.7 16.7 5.2	3 10.0 12.5 1.4	8 26.7 57.1 3.8	14 46.7 7.8 6.6	7 23.3 43.8 3.3	1 3.3 25.0 0.5	8 26.7 57.1 3.8	12 40.0 7.3 5.6	7 23.3 25.9 3.3	3 10.0 42.9 1.4	30 14.1
1. PHYSICAL NEEDS	2 11.8 5.9 0.9	7 41.2 7.9 3.3	6 35.3 9.1 2.8	2 11.8 8.3 0.9	0 0.0 0.0 0.0	16 94.1 8.9 7.5	0 0.0 0.0 0.0	1 5.9 25.0 0.5	1 5.9 7.1 0.5	13 76.5 7.9 6.1	2 11.8 7.4 0.9	1 5.9 14.3 0.5	17 8.0
2. REMEDIAL MATH	3 42.9 8.8 1.4	2 28.6 2.2 0.9	2 28.6 3.0 0.9	0 0.0 0.0 0.0	1 14.3 7.1 0.5	4 57.1 2.2 1.9	1 14.3 6.3 0.5	1 14.3 25.0 0.5	1 14.3 7.1 0.5	4 57.1 2.4 1.9	2 28.6 7.4 0.9	0 0.0 0.0 0.0	7 3.3
3. REMEDIAL READING	2 8.0 5.9 0.9	14 56.0 15.7 6.6	7 28.0 10.6 3.3	2 8.0 8.3 0.9	0 0.0 0.0 0.0	24 96.0 13.4 11.3	1 4.0 6.3 0.5	0 0.0 0.0 0.0	1 4.0 7.1 0.5	21 84.0 12.7 9.9	3 12.0 11.1 1.4	0 0.0 0.0 0.0	25 11.7
4. REMEDIAL GEN. AC	1 4.2 2.9 0.5	12 50.0 13.5 5.6	8 33.3 12.1 3.8	3 12.5 12.5 1.4	0 0.0 0.0 0.0	22 91.7 12.3 10.3	2 8.3 12.5 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	23 95.8 13.9 10.8	1 4.2 3.7 0.5	0 0.0 0.0 0.0	24 11.3
5. INDIAN HERITAGE	5 14.7 14.7 2.3	15 44.1 16.9 7.0	10 29.4 15.2 4.7	4 11.8 16.7 1.9	1 2.9 7.1 0.5	32 94.1 17.9 15.0	1 2.9 6.3 0.5	0 0.0 0.0 0.0	1 2.9 7.1 0.5	26 76.5 15.8 12.2	5 14.7 18.5 2.3	2 5.9 28.6 0.9	34 16.0
6. AMERICAN SOCIETY	0 0.0 0.0 0.0	1 100.0 1.1 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 0.6 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 3.7 0.5	0 0.0 0.0 0.0	1 0.5
7. SELF_CONCEPT	4 57.1 11.8 1.9	1 14.3 1.1 0.5	1 14.3 1.5 0.5	1 14.3 4.2 0.5	1 14.3 7.1 0.5	6 85.7 3.4 2.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 100.0 4.2 3.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 3.3
8. P.E. RECREATION	1 50.0 2.9 0.5	0 0.0 0.0 0.0	1 50.0 1.5 0.5	0 0.0 0.0 0.0	1 50.0 7.1 0.5	1 50.0 0.6 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 1.2 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 0.9
9. LEARNING MATERIA	0 0.0 0.0 0.0	1 100.0 1.1 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 7.1 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 7.1 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 0.5
10. SPECIAL ED.	0 0.0 0.0 0.0	4 66.7 4.5 1.9	2 33.3 3.0 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 83.3 2.8 2.3	1 16.7 6.3 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 66.7 2.4 1.9	2 33.3 7.4 0.9	0 0.0 0.0 0.0	6 2.8
11. Bilingual	1 14.3 2.9 0.5	3 42.9 3.4 1.4	1 14.3 1.5 0.5	2 28.6 8.3 0.9	0 0.0 0.0 0.0	6 85.7 3.4 2.8	1 14.3 6.3 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 85.7 3.6 2.8	1 14.3 3.7 0.5	0 0.0 0.0 0.0	7 3.3
13. MOTIVATIONAL	0 0.0 0.0 0.0	8 61.5 9.0 3.8	4 30.8 6.1 1.9	1 7.7 4.2 0.5	0 0.0 0.0 0.0	12 92.3 6.7 5.6	1 7.7 6.3 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	13 100.0 7.9 6.1	0 0.0 0.0 0.0	0 0.0 0.0 0.0	13 6.1
14. ARTS CRAFTS	1 12.5 2.9 0.5	5 62.5 5.6 2.3	2 25.0 3.0 0.9	0 0.0 0.0 0.0	1 12.5 7.1 0.5	7 87.5 3.9 3.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 12.5 7.1 0.5	7 87.5 4.2 3.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	8 3.8
15. CURRICULUM ENRIC	0 0.0 0.0 0.0	1 50.0 1.1 0.5	1 50.0 1.5 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 1.1 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 1.2 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 0.9
17. Community Involvement	2 28.6 5.9 0.9	3 42.9 3.4 1.4	2 28.6 3.0 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 100.0 3.9 3.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 100.0 4.2 3.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 3.3
18. STAFF AWARE	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 4.2 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 25.0 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 14.3 0.5	1 0.5
19. STAFF SKILL TRAI	0 0.0 0.0 0.0	2 33.3 2.2 0.9	2 33.3 3.0 0.9	2 33.3 8.3 0.9	0 0.0 0.0 0.0	6 100.0 3.4 2.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 83.3 3.0 2.3	1 16.7 3.7 0.5	0 0.0 0.0 0.0	6 2.8
21. CAREER EDUCATION	0 0.0 0.0 0.0	1 25.0 1.1 0.5	1 25.0 1.5 0.5	2 50.0 8.3 0.9	0 0.0 0.0 0.0	4 100.0 2.2 1.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 100.0 2.4 1.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 1.9
24. Vocational Skills	1 16.7 2.9 0.5	3 50.0 3.4 1.4	1 16.7 1.5 0.5	1 16.7 4.2 0.5	0 0.0 0.0 0.0	6 100.0 3.4 2.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 66.7 2.4 1.9	2 33.3 7.4 0.9	0 0.0 0.0 0.0	6 2.8
25. OTHER	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 1.5 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 0.6 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 0.6 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 0.5
26. SUPPORTIVE SERVI	1 25.0 2.9 0.5	0 0.0 0.0 0.0	3 75.0 4.5 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 75.0 1.7 1.4	1 25.0 6.3 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 100.0 2.4 1.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 1.9
COLUMN TOTAL	34 16.0	89 41.8	66 31.0	24 11.3	14 6.6	179 84.0	16 7.5	4 1.9	14 6.6	165 77.5	27 12.7	7 3.3	213 100.0

TABLE IV-35A

Crosstabulation of Identified Educational Needs With Extent to Which Parent Committee Members are Involved in Various Activities

HORIZONTAL: extent of involvement in various activities – see Project Director Guide, question 47
VERTICAL: identified needs – see Project Director Guide, question 13

PD47A – STAFFING RECOMMENDATIONS

PD13	COUNT	NOT INVOLVED 1	2	3	4	VERY INVOLVED 5	ROW TOTAL
	0	7	6	4	18	48	85 42.3
COUNSELING	1	0	1	10	8	27	46 22.9
REMEDIAL MATH	2	0	3	6	3	19	31 15.4
REMEDIAL READING	3	1	4	8	10	23	46 22.9
REMEDIAL GEN. AC.	4	2	4	6	15	35	62 30.8
INDIAN HERITAGE	5	3	5	9	21	50	88 43.8
AMERICAN SOCIETY	6	2	0	1	1	1	5 2.5
SELF_CONCEPT	7	3	2	4	11	13	33 16.4
P.E. RECREATION	8	3	0	0	4	6	13 6.5
LEARNING MATERIALS	9	1	1	1	2	6	11 5.5
SPECIAL ED.	10	0	1	4	2	8	15 7.5
PHYSICAL NEEDS	11	2	3	2	4	7	18 9.0
OCCUPATIONAL NEEDS	12	0	0	1	1	0	2 1.0
MOTIVATIONAL	13	2	2	2	7	19	32 15.9
ARTS CRAFTS	14	0	1	7	5	8	21 10.4
CURRICULUM ENRICH.	15	0	1	1	2	2	6 3.0
COMMUNITY RELATIONS	16	0	0	0	2	2	4 2.0
COMMUNITY INVOLVEMEN	17	1	0	0	2	16	19 9.5
STAFF AWARE	18	0	0	0	0	2	2 1.0
STAFF SKILL TRAIN.	19	1	2	1	1	9	14 7.0
CAREER EDUCATION	21	0	1	1	1	4	7 3.5
INDIAN AWARENESS	22	1	0	0	0	1	2 1.0
ENGLISH AS 2ND LANG.	23	0	0	0	0	1	1 0.5
INDIAN LANGUAGE	24	0	2	0	1	9	12 6.0
OTHER	25	0	0	0	0	3	3 1.5
SUPPORTIVE SERVICES	26	1	1	1	8	14	25 12.4
COLUMN TOTAL		10 5.0	24 7.5	23 11.4	43 21.4	111 55.2	201 100.0

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TABLE IV-35B
Crosstabulation of Identified Educational Needs With Extent to Which Parent Committee Members are Involved in Various Activities

HORIZONTAL: extent of involvement in various activities – see Project Director Guide, question 47
VERTICAL: identified needs – see Project Director Guide, question 13

PD47B – CURRICULUM DECISIONS

PD13	COUNT	NOT INVOLVED 1	2	3	4	VERY INVOLVED 5	ROW TOTAL
	0	4	13	22	31	9	79 40.1
COUNSELING	1	3	3	11	15	15	47 23.9
REMEDIAL MATH	2	3	5	7	7	9	31 15.7
REMEDIAL READING	3	2	5	14	12	13	46 23.4
REMEDIAL GEN. AC.	4	6	6	6	24	20	62 31.5
INDIAN HERITAGE	5	3	12	16	27	30	88 44.7
AMERICAN SOCIETY	6	0	0	1	2	1	4 2.0
SELF_CONCEPT	7	2	6	7	11	4	30 15.2
P.E. RECREATION	8	1	2	0	6	4	13 6.6
LEARNING MATERIALS	9	2	3	1	3	2	11 5.6
SPECIAL ED.	10	1	2	3	4	5	15 7.6
PHYSICAL NEEDS	11	3	2	2	8	1	16 8.1
OCCUPATIONAL NEEDS	12	0	0	0	2	0	2 1.0
MOTIVATIONAL	13	5	6	4	12	5	32 16.2
ARTS CRAFTS	14	1	2	3	6	10	22 11.2
CURRICULUM ENRICH.	15	0	1	2	1	2	6 3.0
COMMUNITY RELATIONS	16	0	0	2	0	2	4 2.0
COMMUNITY INVOLVEMEN	17	2	2	2	8	4	18 9.1
STAFF AWARE	18	0	1	0	1	0	2 1.0
STAFF SKILL TRAIN.	19	0	1	3	5	5	14 7.1
CAREER EDUCATION	21	0	0	1	3	3	7 3.6
INDIAN AWARENESS	22	1	0	0	0	1	2 1.0
ENGLISH AS 2ND LANG.	23	0	0	0	0	1	1 0.5
INDIAN LANGUAGE	24	0	0	4	4	4	12 6.1
OTHER	25	1	0	1	0	1	3 1.5
SUPPORTIVE SERVICES	26	2	1	2	8	11	24 12.2
COLUMN TOTAL		14 7.1	25 12.7	38 19.3	66 33.5	54 27.4	197 100.0

TABLE IV-35C

Crosstabulation of Identified Educational Needs With Extent to Which Parent Committee Members are Involved in Various Activities

HORIZONTAL: extent of involvement in various activities – see Project Director Guide, question 47
VERTICAL: identified needs – see Project Director Guide, question 13

PD47C – PUPIL SELECTION

PD13	COUNT	NOT INVOLVED 1	2	3	4	VERY INVOLVED 5	ROW TOTAL
	0	14	18	12	14	25	83 41.7
COUNSELING	1	5	7	5	15	13	45 22.6
REMEDIAL MATH	2	5	7	4	8	7	31 15.6
REMEDIAL READING	3	4	9	5	16	12	46 23.1
REMEDIAL GEN. AC.	4	6	6	7	17	22	60 30.2
INDIAN HERITAGE	5	10	9	14	19	34	86 43.2
AMERICAN SOCIETY	6	1	0	0	0	3	4 2.0
SELF_CONCEPT	7	6	4	6	5	12	33 16.6
P.E. RECREATION	8	3	2	2	3	3	13 6.5
LEARNING MATERIALS	9	3	0	3	2	3	11 5.5
SPECIAL ED.	10	3	0	3	4	5	15 7.5
PHYSICAL NEEDS	11	3	2	1	3	9	18 9.0
OCCUPATIONAL NEEDS	12	0	1	1	0	0	2 1.0
MOTIVATIONAL	13	2	2	3	14	11	32 16.1
ARTS CRAFTS	14	2	1	7	3	9	22 11.1
CURRICULUM ENRICH.	15	0	2	0	2	2	6 3.0
COMMUNITY RELATIONS	16	0	1	0	1	2	4 2.0
COMMUNITY INVOLVEMEN	17	2	0	5	4	8	19 9.5
STAFF AWARE	18	1	0	1	0	1	3 1.5
STAFF SKILL TRAIN.	19	3	4	3	1	3	14 7.0
CAREER EDUCATION	21	1	1	0	5	0	7 3.5
INDIAN AWARENESS	22	0	0	0	0	2	2 1.0
ENGLISH AS 2ND LANG.	23	0	0	0	0	1	1 0.5
INDIAN LANGUAGE	24	0	4	0	1	7	12 6.0
OTHER	25	0	1	0	0	2	3 1.5
SUPPORTIVE SERVICES	26	4	4	2	7	8	25 12.6
COLUMN TOTAL		26 13.1	29 14.6	28 14.1	48 24.1	68 34.2	199 100.0

TABLE IV-35D
Crosstabulation of Identified Educational Needs With Extent to Which Parent Committee Members are Involved in Various Activities

HORIZONTAL: extent of involvement in various activities – see Project Director Guide, question 47
VERTICAL: identified needs – see Project Director Guide, question 13

PD47D – PUBLIC RELATIONS

PD13	COUNT	NOT INVOLVED 1	2	3	4	VERY INVOLVED 5	ROW TOTAL
	0	6	13	27	19	20	85 41.9
COUNSELING	1	2	4	17	11	13	47 23.2
REMEDIAL MATH	2	1	5	8	9	8	31 15.3
REMEDIAL READING	3	3	2	13	17	11	46 22.7
REMEDIAL GEN. AC.	4	3	5	20	24	11	63 31.0
INDIAN HERITAGE	5	6	11	25	27	21	90 44.3
AMERICAN SOCIETY	6	1	1	2	1	0	5 2.5
SELF_CONCEPT	7	3	4	7	14	5	33 16.3
P.E. RECREATION	8	1	2	1	7	2	13 6.4
LEARNING MATERIALS	9	2	0	6	3	0	11 5.4
SPECIAL ED.	10	1	2	2	7	3	15 7.4
PHYSICAL NEEDS	11	2	0	4	6	6	18 8.9
OCCUPATIONAL NEEDS	12	0	0	1	0	1	2 1.0
MOTIVATIONAL	13	1	3	10	14	4	32 15.8
ARTS CRAFTS	14	1	2	2	11	6	22 10.8
CURRICULUM ENRICH.	15	0	0	1	5	0	6 3.0
COMMUNITY RELATIONS	16	0	1	1	1	1	4 2.0
COMMUNITY INVOLVEMEN	17	2	2	6	4	5	19 9.4
STAFF AWARE	18	0	1	1	0	1	3 1.5
STAFF SKILL TRAIN.	19	0	0	5	5	4	14 6.9
CAREER EDUCATION	21	1	1	3	2	0	7 3.4
INDIAN AWARENESS	22	0	0	1	0	1	2 1.0
ENGLISH AS 2ND LANG.	23	0	0	0	0	1	1 0.5
INDIAN LANGUAGE	24	2	0	3	4	3	12 5.9
OTHER	25	0	1	1	0	1	3 1.5
SUPPORTIVE SERVICES	26	1	0	7	7	10	25 12.3
COLUMN TOTAL		12 5.9	20 9.9	58 28.6	66 32.5	47 23.2	203 100.0

TABLE IV-35E
Crosstabulation of Identified Educational Needs With Extent to Which Parent Committee Members are Involved in Various Activities

HORIZONTAL: extent of involvement in various activities – see Project Director Guide, question 47
VERTICAL: identified needs – see Project Director Guide, question 13

PD47E – PROPOSAL DEVELOPMENT

PD13	COUNT	2	3	4	VERY INVOLVED 5	ROW TOTAL
	0	5	19	39	25	88 43.1
COUNSELING	1	2	4	15	26	47 23.0
REMEDIAL MATH	2	3	1	13	14	31 15.2
REMEDIAL READING	3	2	5	17	22	46 22.5
REMEDIAL GEN. AC.	4	2	7	20	34	63 30.9
INDIAN HERITAGE	5	2	18	24	46	90 44.1
AMERICAN SOCIETY	6	1	1	1	2	5 2.5
SELF_CONCEPT	7	0	6	14	13	33 16.2
P.E. RECREATION	8	0	0	8	5	13 6.4
LEARNING MATERIALS	9	0	2	5	4	11 5.4
SPECIAL ED.	10	0	3	3	9	15 7.4
PHYSICAL NEEDS	11	0	1	4	13	18 8.8
OCCUPATIONAL NEEDS	12	0	0	1	1	2 1.0
MOTIVATIONAL	13	2	6	8	16	32 15.7
ARTS CRAFTS	14	0	3	5	14	22 10.8
CURRICULUM ENRICH.	15	0	2	0	4	6 2.9
COMMUNITY RELATIONS	16	1	1	0	2	4 2.0
COMMUNITY INVOLVEMEN	17	2	3	3	11	19 9.3
STAFF AWARE	18	0	2	0	1	3 1.5
STAFF SKILL TRAIN.	19	1	1	4	8	14 6.9
CAREER EDUCATION	21	0	3	2	2	7 3.4
INDIAN AWARENESS	22	0	1	0	1	2 1.0
ENGLISH AS 2ND LANG.	23	0	0	0	1	1 0.5
INDIAN LANGUAGE	24	0	2	5	5	12 5.9
OTHER	25	1	0	1	1	3 1.5
SUPPORTIVE SERVICES	26	0	2	6	17	25 12.3
COLUMN TOTAL		8 3.9	31 15.2	66 32.4	99 48.5	204 100.0

TABLE IV-35F

Crosstabulation of Identified Educational Needs With Extent to Which Parent Committee Members are Involved in Various Activities

HORIZONTAL: extent of involvement in various activities – see Project Director Guide, question 47
VERTICAL: identified needs – see Project Director Guide, question 13

PD47F – BUDGET REVIEW

PD13	COUNT	PD47F 2	3	4	VERY INVOLVED 5	ROW TOTAL
	0	5	8	33	42	88 43.1
COUNSELING	1	1	3	16	27	47 23.0
REMEDIAL MATH	2	4	1	11	15	31 15.2
REMEDIAL READING	3	2	3	16	25	46 22.5
REMEDIAL GEN. AC.	4	3	1	22	37	63 30.9
INDIAN HERITAGE	5	2	11	27	50	90 44.1
AMERICAN SOCIETY	6	0	0	1	4	5 2.5
SELF_CONCEPT	7	0	4	11	18	33 16.2
P.E. RECREATION	8	0	1	5	7	13 6.4
LEARNING MATERIALS	9	0	3	1	7	11 5.4
SPECIAL ED.	10	0	2	3	10	15 7.4
PHYSICAL NEEDS	11	0	1	5	12	18 8.8
OCCUPATIONAL NEEDS	12	0	0	1	1	2 1.0
MOTIVATIONAL	13	1	4	9	18	32 15.7
ARTS CRAFTS	14	0	2	4	16	22 10.8
CURRICULUM ENRICH.	15	0	1	0	5	6 2.9
COMMUNITY RELATIONS	16	0	1	0	3	4 2.0
COMMUNITY INVOLVEMEN	17	1	2	5	11	19 9.3
STAFF AWARE	18	0	1	0	2	3 1.5
STAFF SKILL TRAIN.	19	1	1	6	5	14 6.9
CAREER EDUCATION	21	0	1	1	5	7 3.4
INDIAN AWARENESS	22	0	1	0	1	2 1.0
ENGLISH AS 2ND LANG.	23	0	0	0	1	1 0.5
INDIAN LANGUAGE	24	0	2	5	5	12 5.9
OTHER	25	1	0	1	1	3 1.5
SUPPORTIVE SERVICES	26	0	0	9	16	25 12.3
COLUMN TOTAL		7 3.4	18 8.8	64 31.4	115 56.4	204 100.0

TABLE IV-35G
Crosstabulation of Identified Educational Needs With Extent to Which Parent Committee Members are Involved in Various Activities

HORIZONTAL: extent of involvement in various activities – see Project Director Guide, question 47
VERTICAL: identified needs – see Project Director Guide, question 13

PD47G – ASSISTING IN INSTRUCTION

PD13	COUNT	NOT INVOLVED 1	2	3	4	VERY INVOLVED 5	ROW TOTAL
	0	10	24	33	6	6	79 39.9
COUNSELING	1	12	13	13	3	5	46 23.2
REMEDIAL MATH	2	7	10	10	1	3	31 15.7
REMEDIAL READING	3	9	13	15	4	5	46 23.2
REMEDIAL GEN. AC.	4	16	12	18	13	4	63 31.8
INDIAN HERITAGE	5	14	22	23	14	14	87 43.9
AMERICAN SOCIETY	6	1	0	2	1	1	5 2.5
SELF_CONCEPT	7	5	13	5	6	3	32 16.2
P.E. RECREATION	8	4	3	3	1	2	13 6.6
LEARNING MATERIALS	9	5	2	3	1	0	11 5.6
SPECIAL ED.	10	4	1	4	6	0	15 7.6
PHYSICAL NEEDS	11	3	4	5	1	4	17 8.6
OCCUPATIONAL NEEDS	12	0	2	0	0	0	2 1.0
MOTIVATIONAL	13	3	13	5	10	1	32 16.2
ARTS CRAFTS	14	1	6	7	4	4	22 11.1
CURRICULUM ENRICH.	15	1	1	2	2	0	6 3.0
COMMUNITY RELATIONS	16	1	1	1	1	0	4 2.0
COMMUNITY INVOLVEMEN	17	3	4	6	4	1	18 9.1
STAFF AWARE	18	1	1	0	0	0	2 1.0
STAFF SKILL TRAIN.	19	3	3	5	1	2	14 7.1
CAREER EDUCATION	21	1	1	3	1	1	7 3.5
INDIAN AWARENESS	22	0	0	1	0	1	2 1.0
ENGLISH AS 2ND LANG.	23	0	0	0	0	1	1 0.5
INDIAN LANGUAGE	24	1	5	2	3	1	12 6.1
OTHER	25	0	2	1	0	0	3 1.5
SUPPORTIVE SERVICES	26	3	6	7	4	4	24 12.1
	COLUMN TOTAL	30 15.2	54 27.3	58 29.3	29 14.6	21 10.6	198 100.0

TABLE IV-35H

Crosstabulation of Identified Educational Needs With Extent to Which Parent Committee Members are Involved in Various Activities

HORIZONTAL: extent of involvement in various activities — see Project Director Guide, question 47
VERTICAL: identified needs — see Project Director Guide, question 13

PD47H — NEEDS ASSESSMENT

PD13	COUNT	NOT INVOLVED 1	2	3	4	VERY INVOLVED 5	ROW TOTAL
	0	0	8	14	34	26	82 40.6
COUNSELING	1	0	0	5	17	25	47 23.3
REMEDIAL MATH	2	0	2	8	10	11	31 15.3
REMEDIAL READING	3	1	1	14	14	16	46 22.8
REMEDIAL GEN. AC.	4	2	3	5	25	28	63 31.2
INDIAN HERITAGE	5	0	8	11	29	42	90 44.6
AMERICAN SOCIETY	6	0	0	1	1	3	5 2.5
SELF_CONCEPT	7	1	3	5	14	10	33 16.3
P.E. RECREATION	8	1	0	2	1	9	13 6.4
LEARNING MATERIALS	9	0	2	1	3	5	11 5.4
SPECIAL ED.	10	0	2	1	4	8	15 7.4
PHYSICAL NEEDS	11	0	0	2	7	9	18 8.9
OCCUPATIONAL NEEDS	12	0	0	0	2	0	2 1.0
MOTIVATIONAL	13	1	4	3	13	11	32 15.8
ARTS CRAFTS	14	0	3	4	5	10	22 10.9
CURRICULUM ENRICH.	15	0	1	0	4	1	6 3.0
COMMUNITY RELATIONS	16	0	1	1	0	2	4 2.0
COMMUNITY INVOLVEMEN	17	0	2	2	7	8	19 9.4
STAFF AWARE	18	0	1	1	0	1	3 1.5
STAFF SKILL TRAIN.	19	0	1	4	6	3	14 6.9
CAREER EDUCATION	21	0	0	0	3	4	7 3.5
INDIAN AWARENESS	22	0	0	1	0	1	2 1.0
ENGLISH AS 2ND LANG.	23	0	0	0	0	1	1 0.5
INDIAN LANGUAGE	24	0	2	1	6	3	12 5.9
OTHER	25	0	0	1	1	1	3 1.5
SUPPORTIVE SERVICES	26	0	1	3	4	17	25 12.4
	COLUMN TOTAL	2 1.0	15 7.4	30 14.9	70 34.7	85 42.1	202 100.0

TABLE IV-35I
Crosstabulation of Identified Educational Needs With Extent to Which Parent Committee Members are Involved in Various Activities

HORIZONTAL: extent of involvement in various activities – see Project Director Guide, question 47
VERTICAL: identified needs – see Project Director Guide, question 13

PD47I – PROPOSAL REVIEW

PD13 COUNT	2	3	4	VERY INVOLVED 5	ROW TOTAL
0	5	10	26	47	88 43.1
COUNSELING 1	0	2	15	30	47 23.0
REMEDIAL MATH 2	1	2	10	18	31 15.2
REMEDIAL READING 3	0	3	15	28	46 22.5
REMEDIAL GEN. AC. 4	0	3	22	38	63 30.9
INDIAN HERITAGE 5	0	7	18	65	90 44.1
AMERICAN SOCIETY 6	0	1	1	3	5 2.5
SELF_CONCEPT 7	0	5	10	18	33 16.2
P.E. RECREATION 8	0	1	3	9	13 6.4
LEARNING MATERIALS 9	0	1	3	7	11 5.4
SPECIAL ED. 10	0	2	1	12	15 7.4
PHYSICAL NEEDS 11	0	2	4	12	18 8.8
OCCUPATIONAL NEEDS 12	0	1	1	0	2 1.0
MOTIVATIONAL 13	0	2	12	18	32 15.7
ARTS CRAFTS 14	0	3	3	16	22 10.8
CURRICULUM ENRICH. 15	0	1	0	5	6 2.9
COMMUNITY RELATIONS 16	0	1	1	2	4 2.0
COMMUNITY INVOLVEMEN 17	0	3	7	9	19 9.3
STAFF AWARE 18	0	1	0	2	3 1.5
STAFF SKILL TRAIN. 19	0	0	6	8	14 6.9
CAREER EDUCATION 21	0	0	2	5	7 3.4
INDIAN AWARENESS 22	0	1	0	1	2 1.0
ENGLISH AS 2ND LANG. 23	0	0	0	1	1 0.5
INDIAN LANGUAGE 24	0	1	3	8	12 5.9
OTHER 25	0	0	1	2	3 1.5
SUPPORTIVE SERVICES 26	0	1	4	20	25 12.3
COLUMN TOTAL	2 1.0	18 8.8	56 27.5	128 62.7	204 100.0

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TABLE IV-35J

Crosstabulation of Identified Educational Needs With Extent to Which Parent Committee Members are Involved in Various Activities

HORIZONTAL: extent of involvement in various activities — see Project Director Guide, question 47
VERTICAL: identified needs — see Project Director Guide, question 13

PD74J — ESTABLISHING OBJECTIVES

PD13	COUNT	2	3	4	VERY INVOLVED 5	ROW TOTAL
	0	5	15	23	45	88 43.1
COUNSELING	1	0	3	18	26	47 23.0
REMEDIAL MATH	2	1	9	9	12	31 15.2
REMEDIAL READING	3	0	10	16	20	46 22.5
REMEDIAL GEN. AC.	4	1	7	25	30	63 30.9
INDIAN HERITAGE	5	2	10	32	46	90 44.1
AMERICAN SOCIETY	6	0	0	2	3	5 2.5
SELF_CONCEPT	7	1	7	12	13	33 16.2
P.E. RECREATION	8	0	3	4	6	13 6.4
LEARNING MATERIALS	9	1	2	2	6	11 5.4
SPECIAL ED.	10	0	2	3	10	15 7.4
PHYSICAL NEEDS	11	1	0	6	11	18 8.8
OCCUPATIONAL NEEDS	12	0	0	1	1	2 1.0
MOTIVATIONAL	13	1	4	11	16	32 15.7
ARTS CRAFTS	14	0	3	4	15	22 10.8
CURRICULUM ENRICH.	15	0	0	3	3	6 2.9
COMMUNITY RELATIONS	16	0	0	2	2	4 2.0
COMMUNITY INVOLVEMEN	17	1	4	5	9	19 9.3
STAFF AWARE	18	1	1	0	1	3 1.5
STAFF SKILL TRAIN.	19	0	1	4	9	14 6.9
CAREER EDUCATION	21	0	0	4	3	7 3.4
INDIAN AWARENESS	22	0	1	0	1	2 1.0
ENGLISH AS 2ND LANG.	23	0	0	0	1	1 0.5
INDIAN LANGUAGE	24	0	0	5	7	12 5.9
OTHER	25	0	1	0	2	3 1.5
SUPPORTIVE SERVICES	26	0	1	7	17	25 12.3
	COLUMN TOTAL	5 2.5	28 13.7	66 32.4	105 51.5	204 100.0

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TABLE IV-35K

Crosstabulation of Identified Educational Needs With Extent to Which Parent Committee Members are Involved in Various Activities

HORIZONTAL: extent of involvement in various activities — see Project Director Guide, question 47
VERTICAL: identified needs — see Project Director Guide, question 13

PD47K – PROJECT MONITORING

PD13	COUNT	NOT INVOLVED 1	2	3	4	VERY INVOLVED 5	ROW TOTAL
	0	3	13	17	24	29	88 43.3
COUNSELING	1	0	4	11	12	19	46 22.7
REMEDIAL MATH	2	1	6	11	6	7	31 15.3
REMEDIAL READING	3	2	4	12	16	12	46 22.7
REMEDIAL GEN. AC.	4	0	10	9	26	18	63 31.0
INDIAN HERITAGE	5	4	10	20	25	29	88 43.3
AMERICAN SOCIETY	6	1	0	2	0	2	5 2.5
SELF_CONCEPT	7	1	5	6	14	7	33 16.3
P.E. RECREATION	8	1	1	4	2	5	13 6.4
LEARNING MATERIALS	9	3	1	3	2	2	11 5.4
SPECIAL ED.	10	0	1	3	5	6	15 7.4
PHYSICAL NEEDS	11	1	1	3	6	7	18 8.9
OCCUPATIONAL NEEDS	12	0	0	0	1	1	2 1.0
MOTIVATIONAL	13	1	4	4	14	9	32 15.8
ARTS CRAFTS	14	0	3	5	7	7	22 10.8
CURRICULUM ENRICH.	15	0	1	1	4	0	6 3.0
COMMUNITY RELATIONS	16	0	0	3	1	0	4 2.0
COMMUNITY INVOLVEMEN	17	1	3	6	3	6	19 9.4
STAFF AWARE	18	0	1	0	0	2	3 1.5
STAFF SKILL TRAIN.	19	0	1	3	5	5	14 6.9
CAREER EDUCATION	21	1	1	2	1	2	7 3.4
INDIAN AWARENESS	22	0	0	0	0	2	2 1.0
ENGLISH AS 2ND LANG.	23	0	0	0	0	1	1 0.5
INDIAN LANGUAGE	24	1	1	4	3	3	12 5.9
OTHER	25	0	0	0	1	2	3 1.5
SUPPORTIVE SERVICES	26	0	1	6	6	12	25 12.3
COLUMN TOTAL		7 3.4	23 11.3	45 22.2	63 31.0	65 32.0	203 100.0

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TABLE IV-35L

Crosstabulation of Identified Educational Needs With Extent to Which Parent Committee Members are Involved in Various Activities

HORIZONTAL: extent of involvement in various activities — see Project Director Guide, question 47
VERTICAL: identified needs — see Project Director Guide, question 13

PD47L – PROJECT EVALUATIONS

PD13	COUNT	NOT INVOLVED 1	2	3	4	VERY INVOLVED 5	ROW TOTAL
	0	0	13	16	33	26	88 43.1
COUNSELING	1	1	1	12	14	19	47 23.0
REMEDIAL MATH	2	1	7	6	7	10	31 15.2
REMEDIAL READING	3	0	6	9	15	16	46 22.5
REMEDIAL GEN. AC.	4	0	11	10	17	25	63 30.9
INDIAN HERITAGE	5	3	7	24	22	34	90 44.1
AMERICAN SOCIETY	6	0	0	2	2	1	5 2.5
SELF_CONCEPT	7	1	5	10	6	11	33 16.2
P.E. RECREATION	8	0	2	4	3	4	13 6.4
LEARNING MATERIALS	9	3	1	2	3	2	11 5.4
SPECIAL ED.	10	0	0	4	3	8	15 7.4
PHYSICAL NEEDS	11	0	1	1	6	10	18 8.8
OCCUPATIONAL NEEDS	12	0	0	1	1	0	2 1.0
MOTIVATIONAL	13	1	5	5	12	9	32 15.7
ARTS CRAFTS	14	0	2	3	11	6	22 10.8
CURRICULUM ENRICH.	15	0	2	0	2	2	6 2.9
COMMUNITY RELATIONS	16	0	2	1	0	1	4 2.0
COMMUNITY INVOLVEMEN	17	1	4	5	3	6	19 9.3
STAFF AWARE	18	0	2	0	0	1	3 1.5
STAFF SKILL TRAIN.	19	0	1	4	6	3	14 6.9
CAREER EDUCATION	21	0	1	2	2	2	7 3.4
INDIAN AWARENESS	22	0	0	0	0	2	2 1.0
ENGLISH AS 2ND LANG.	23	0	0	0	0	1	1 0.5
INDIAN LANGUAGE	24	1	1	2	4	4	12 5.9
OTHER	25	0	0	1	0	2	3 1.5
SUPPORTIVE SERVICES	26	0	0	8	6	11	25 12.3
COLUMN TOTAL		4 2.0	24 11.8	44 21.6	60 29.4	72 35.3	204 100.0

TABLE IV-35M

Crosstabulation of Identified Educational Needs With Extent to Which Parent Committee Members are Involved in Various Activities

HORIZONTAL: extent of involvement in various activities – see Project Director Guide, question 47
VERTICAL: identified needs – see Project Director Guide, question 13

PD47M – FINAL REPORT DEVELOPMENT

PD13	COUNT	NOT INVOLVED 1	2	3	4	VERY INVOLVED 5	ROW TOTAL
	0	6	11	18	23	30	88 43.1
COUNSELING	1	0	0	10	15	22	47 23.0
REMEDIAL MATH	2	1	3	5	14	8	31 15.2
REMEDIAL READING	3	1	3	10	20	12	46 22.5
REMEDIAL GEN. AC.	4	2	9	14	17	21	63 30.9
INDIAN HERITAGE	5	1	12	18	24	35	90 44.1
AMERICAN SOCIETY	6	0	1	1	2	1	5 2.5
SELF_CONCEPT	7	1	1	10	10	11	33 16.2
P.E. RECREATION	8	0	1	4	5	3	13 6.4
LEARNING MATERIALS	9	2	2	0	4	3	11 5.4
SPECIAL ED.	10	0	2	3	5	5	15 7.4
PHYSICAL NEEDS	11	0	4	2	7	5	18 8.8
OCCUPATIONAL NEEDS	12	0	0	2	0	0	2 1.0
MOTIVATIONAL	13	0	6	7	11	8	32 15.7
ARTS CRAFTS	14	0	5	4	7	6	22 10.8
CURRICULUM ENRICH.	15	0	1	1	2	2	6 2.9
COMMUNITY RELATIONS	16	0	3	0	0	1	4 2.0
COMMUNITY INVOLVEMEN	17	0	6	3	1	9	19 9.3
STAFF AWARE	18	0	3	0	0	0	3 1.5
STAFF SKILL TRAIN.	19	1	0	2	7	4	14 6.9
CAREER EDUCATION	21	0	0	5	2	0	7 3.4
INDIAN AWARENESS	22	0	0	0	1	1	2 1.0
ENGLISH AS 2ND LANG.	23	0	0	0	0	1	1 0.5
INDIAN LANGUAGE	24	0	1	3	4	4	12 5.9
OTHER	25	0	0	1	1	1	3 1.5
SUPPORTIVE SERVICES	26	0	1	3	10	11	25 12.3
	COLUMN TOTAL	5 2.5	25 12.3	42 20.6	64 31.4	68 33.3	204 100.0

TABLE IV-36
Crosstabulation of Project Objectives With Contributors to Needs Assessment

HORIZONTAL: objectives — see Project Director Guide, P. 17
VERTICAL: contributors to needs assessment (no response, yes, no, don't know) — see Project Director Guide, question 10

	COUNT ROW PCT COL PCT TOT PCT	OBJECTIVES 1	2	3	4	5	6	7	8	9	10	11	12	13
Indian Pupils	0. No Response	2 22.2 1.6 0.9	2 22.2 2.0 0.9	1 11.1 4.3 0.5	1 11.1 3.7 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 11.1 3.7 0.5	1 11.1 5.3 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 22.2 1.5 0.9	1 11.1 1.6 0.5
	1. Yes	105 60.3 84.7 49.3	87 50.0 88.8 40.8	17 9.8 73.9 8.0	24 13.8 88.9 11.3	35 20.1 83.3 16.4	19 10.9 82.6 8.9	10 5.7 83.3 4.7	22 12.6 81.5 10.3	14 8.0 73.7 6.6	16 9.2 80.0 7.5	14 8.0 82.4 6.6	109 62.6 82.6 51.2	53 30.5 84.1 24.9
	2. No	12 63.2 9.7 5.6	6 31.6 6.1 2.8	4 21.1 17.4 1.9	2 10.5 7.4 0.9	4 21.1 9.5 1.9	3 15.8 13.0 1.4	2 10.5 16.7 0.9	3 15.8 11.1 1.4	3 15.8 15.8 1.4	3 15.8 15.0 1.4	2 10.5 11.8 0.9	14 73.7 10.6 6.6	7 36.8 11.1 3.3
	3. Don't Know	5 45.5 4.0 2.3	3 27.3 3.1 1.4	1 9.1 4.3 0.5	0 0.0 0.0 0.0	3 27.3 7.1 1.4	1 9.1 4.3 0.5	0 0.0 0.0 0.0	1 9.1 3.7 0.5	1 9.1 5.3 0.5	1 9.1 5.0 0.5	1 9.1 5.9 0.5	7 63.6 5.3 3.3	2 18.2 3.2 0.9
Parent Committees	0.	1 12.5 0.8 0.5	1 12.5 1.0 0.5	1 12.5 4.3 0.5	1 12.5 3.7 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 12.5 3.7 0.5	1 12.5 5.3 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 12.5 0.8 0.5	1 12.5 1.6 0.5
	1.	121 59.9 97.6 56.8	96 47.5 98.0 45.1	22 10.9 95.7 10.3	26 12.9 96.3 12.2	42 20.8 100.0 19.7	23 11.4 100.0 10.8	12 5.9 100.0 5.6	26 12.9 96.3 12.2	18 8.9 94.7 8.5	20 9.9 100.0 9.4	16 7.9 94.1 7.5	130 64.4 98.5 61.0	62 30.7 98.4 29.1
	2.	1 50.0 0.8 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 5.9 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0
	3.	1 100.0 0.8 0.5	1 100.0 1.0 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 0.8 0.5	0 0.0 0.0 0.0
Community Members	0.	3 27.3 2.4 1.4	3 27.3 3.1 1.4	1 9.1 4.3 0.5	1 9.1 3.7 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 9.1 3.7 0.5	1 9.1 5.3 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 18.2 1.5 0.9	1 9.1 1.6 0.5
	1.	104 60.5 83.9 48.8	82 47.7 83.7 38.5	18 10.5 78.3 8.5	24 14.0 88.9 11.3	37 21.5 88.1 17.4	20 11.6 87.0 9.4	10 5.8 83.3 4.7	23 13.4 85.2 10.8	16 9.3 84.2 7.5	18 10.5 90.0 8.5	14 8.1 82.4 6.6	112 65.1 84.8 52.6	54 31.4 85.7 25.4
	2.	11 57.9 8.9 5.2	8 42.1 8.2 3.8	3 15.8 13.0 1.4	1 5.3 3.7 0.5	3 15.8 7.1 1.4	2 10.5 8.7 0.9	1 5.3 8.3 0.5	2 10.5 7.4 0.9	1 5.3 5.3 0.5	1 5.3 5.0 0.5	3 15.8 17.6 1.4	11 57.9 8.3 5.2	4 21.1 6.3 1.9
	3.	6 54.5 4.8 2.8	5 45.5 5.1 2.3	1 9.1 4.3 0.5	1 9.1 3.7 0.5	2 18.2 4.8 0.9	1 9.1 4.3 0.5	1 9.1 8.3 0.5	1 9.1 3.7 0.5	1 9.1 5.3 0.5	1 9.1 5.0 0.5	0 0.0 0.0 0.0	7 63.6 5.3 3.3	4 36.4 6.3 1.9
Tribal Members	0.	21 61.8 16.9 9.9	20 58.8 20.4 9.4	3 8.8 13.0 1.4	7 20.6 25.9 3.3	8 23.5 19.0 3.8	4 11.8 17.4 1.9	2 5.9 16.7 0.9	6 17.6 22.2 2.8	3 8.8 15.8 1.4	3 8.8 15.0 1.4	0 0.0 0.0 0.0	21 61.8 15.9 9.9	8 23.5 12.7 3.8
	1.	53 59.6 42.7 24.9	37 41.6 37.8 17.4	10 11.2 43.5 4.7	10 11.2 37.0 4.7	17 19.1 40.5 8.0	11 12.4 47.8 5.2	6 6.7 50.0 2.8	9 10.1 33.3 4.2	5 5.6 26.3 2.3	7 7.9 35.0 3.3	7 7.9 41.2 3.3	55 61.8 41.7 25.8	29 32.6 46.0 13.6
	2.	36 54.5 29.0 16.9	30 45.5 30.6 14.1	8 12.1 34.8 3.8	9 13.6 33.3 4.2	11 16.7 26.2 5.2	6 9.1 26.1 2.8	4 6.1 33.3 1.9	8 12.1 29.6 3.8	9 13.6 47.4 4.2	7 10.6 35.0 3.3	8 12.1 47.1 3.8	44 66.7 33.3 20.7	22 33.3 34.9 10.3
	3.	14 58.3 11.3 6.6	11 45.8 11.2 5.2	2 8.3 8.7 0.9	1 4.2 3.7 0.5	6 25.0 14.3 2.8	2 8.3 8.7 0.9	0 0.0 0.0 0.0	4 16.7 14.8 1.9	2 8.3 10.5 0.9	3 12.5 15.0 1.4	2 8.3 11.8 0.9	12 50.0 9.1 5.6	4 16.7 6.3 1.9
Project Staff	0.	4 28.6 3.2 1.9	4 28.6 4.1 1.9	1 7.1 4.3 0.5	2 14.3 7.4 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 7.1 3.7 0.5	1 7.1 5.3 0.5	0 0.0 0.0 0.0	1 7.1 5.9 0.5	7 50.0 5.3 3.3	2 14.3 3.2 0.9
	1.	110 61.5 88.7 51.6	86 48.0 87.8 40.4	21 11.7 91.3 9.9	24 13.4 88.9 11.3	40 22.3 95.2 18.8	23 12.8 100.0 10.8	12 6.7 100.0 5.6	25 14.0 92.6 11.7	17 9.5 89.5 8.0	20 11.2 100.0 9.4	14 7.8 82.4 6.6	114 63.7 86.4 53.5	57 31.8 90.5 26.8
	2.	7 43.8 5.6 3.3	5 31.3 5.1 2.3	1 6.3 4.3 0.5	1 6.3 3.7 0.5	1 6.3 2.4 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 6.3 3.7 0.5	1 6.3 5.3 0.5	0 0.0 0.0 0.0	2 12.5 11.8 0.9	9 56.3 6.8 4.2	4 25.0 6.3 1.9
	3.	3 75.0 2.4 1.4	3 75.0 3.1 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 25.0 2.4 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 50.0 1.5 0.9	0 0.0 0.0 0.0
Other District Staff	0.	5 35.7 4.0 2.3	4 28.6 4.1 1.9	1 7.1 4.3 0.5	1 7.1 3.7 0.5	0 0.0 0.0 0.0	1 7.1 4.3 0.5	0 0.0 0.0 0.0	2 14.3 7.4 0.9	1 7.1 5.3 0.5	0 0.0 0.0 0.0	2 14.3 11.8 0.9	4 28.6 3.0 1.9	3 21.4 4.8 1.4
	1.	104 63.0 83.9 48.8	84 50.9 85.7 39.4	20 12.1 87.0 9.4	25 15.2 92.6 11.7	35 21.2 83.3 16.4	22 13.3 95.7 10.3	12 7.3 100.0 5.6	24 14.5 88.9 11.3	17 10.3 89.5 8.0	19 11.5 95.0 8.9	13 7.9 76.5 6.1	110 66.7 83.3 51.6	52 31.5 82.5 24.4
	2.	13 48.1 10.5 6.1	8 29.6 8.2 3.8	2 7.4 8.7 0.9	1 3.7 3.7 0.5	5 18.5 11.9 2.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 3.7 3.7 0.5	1 3.7 5.3 0.5	1 3.7 5.0 0.5	2 7.4 11.8 0.9	15 55.6 11.4 7.0	6 22.2 9.5 2.8
	3.	2 28.6 1.6 0.9	2 28.6 2.0 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 28.6 4.8 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 42.9 2.3 1.4	2 28.6 3.2 0.9
	COLUMN TOTAL	124 58.2	98 46.0	23 10.8	27 12.7	42 19.7	23 10.8	12 5.6	27 12.7	19 8.9	20 9.4	17 8.0	132 62.0	63 29.6

TABLE IV-36 (continued)
Crosstabulation of Project Objectives With Contributors to Needs Assessment

HORIZONTAL: objectives – see Project Director Guide, P. 17
VERTICAL: contributors to needs assessment (no response, yes, no, don't know) – see Project Director Guide, question 10

	COUNT ROW PCT COL PCT TOT PCT	OBJECTIVES 14	15	16	17	18	19	20	21	22	23	24	25	ROW TOTAL
Indian Pupils	0.	1 11.1 3.6 0.5	2 22.2 1.7 0.9	2 22.2 2.0 0.9	2 22.2 1.7 0.9	2 22.2 2.0 0.9	2 22.2 1.8 0.9	2 22.2 2.0 0.9	2 22.2 2.3 0.9	0 0.0 0.0 0.0	2 22.2 4.4 0.9	2 22.2 5.3 0.9	1 11.1 3.2 0.5	9 4.2
	1.	24 13.8 85.7 11.3	103 59.2 85.8 48.4	89 51.1 87.3 41.8	103 59.2 88.0 48.4	88 50.6 88.0 41.3	96 55.2 88.1 45.1	86 49.4 87.8 40.4	76 43.7 87.4 35.7	27 15.5 90.0 12.7	38 21.8 84.4 17.8	32 18.4 84.2 15.0	28 16.1 90.3 13.1	174 81.7
	2.	1 5.3 3.6 0.5	9 47.4 7.5 4.2	8 42.1 7.8 3.8	9 47.4 7.7 4.2	7 36.8 7.0 3.3	8 42.1 7.3 3.8	7 36.8 7.1 3.3	7 36.8 8.0 3.3	2 10.5 6.7 0.9	4 21.1 8.9 1.9	4 21.1 10.5 1.9	2 10.5 6.5 0.9	19 8.9
	3.	2 18.2 7.1 0.9	6 54.5 5.0 2.8	3 27.3 2.9 1.4	3 27.3 2.6 1.4	3 27.3 3.0 1.4	3 27.3 2.8 1.4	3 27.3 3.1 1.4	2 18.2 2.3 0.9	1 9.1 3.3 0.5	1 9.1 2.2 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	11 5.2
Parent Committee	0.	1 12.5 3.6 0.5	1 12.5 0.8 0.5	1 12.5 1.0 0.5	1 12.5 0.9 0.5	1 12.5 1.0 0.5	1 12.5 0.9 0.5	1 12.5 1.0 0.5	1 12.5 1.1 0.5	0 0.0 0.0 0.0	1 12.5 2.2 0.5	1 12.5 2.6 0.5	1 12.5 3.2 0.5	8 3.8
	1.	27 13.4 96.4 12.7	119 58.9 99.2 55.9	101 50.0 99.0 47.4	116 57.4 99.1 54.5	99 49.0 99.0 46.5	108 53.5 99.1 50.7	97 48.0 99.0 45.5	86 42.6 98.9 40.4	30 14.9 100.0 14.1	44 21.8 97.8 20.7	37 18.3 97.4 17.4	30 14.9 96.8 14.1	202 94.8
	2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 0.9
	3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 0.5
Community Members	0.	2 18.2 7.1 0.9	2 18.2 1.7 0.9	1 9.1 1.0 0.5	2 18.2 1.7 0.9	1 9.1 1.0 0.5	2 18.2 1.8 0.9	1 9.1 1.0 0.5	1 9.1 1.1 0.5	0 0.0 0.0 0.0	1 9.1 2.2 0.5	1 9.1 2.6 0.5	1 9.1 3.2 0.5	11 5.2
	1.	25 14.5 89.3 11.7	107 62.2 89.2 50.2	90 52.3 88.2 42.3	101 58.7 86.3 47.4	86 50.0 86.0 40.4	93 54.1 85.3 43.7	86 50.0 87.8 40.4	76 44.2 87.4 35.7	24 14.0 80.0 11.3	38 22.1 84.4 17.8	34 19.8 89.5 16.0	25 14.5 80.6 11.7	172 80.8
	2.	1 5.3 3.6 0.5	6 31.6 5.0 2.8	7 36.8 6.9 3.3	9 47.4 7.7 4.2	8 42.1 8.0 3.8	9 47.4 8.3 4.2	6 31.6 6.1 2.8	7 36.8 8.0 3.3	5 26.3 16.7 2.3	4 21.1 8.9 1.9	2 10.5 5.3 0.9	3 15.8 9.7 1.4	19 8.9
	3.	0 0.0 0.0 0.0	5 45.5 4.2 2.3	4 36.4 3.9 1.9	5 45.5 4.3 2.3	5 45.5 5.0 2.3	5 45.5 4.6 2.3	5 45.5 5.1 2.3	3 27.3 3.4 1.4	1 9.1 3.3 0.5	2 18.2 4.4 0.9	1 9.1 2.6 0.5	2 18.2 6.5 0.9	11 5.2
Tribal Committee	0.	9 26.5 32.1 4.2	20 58.8 16.7 9.4	18 52.9 17.6 8.5	21 61.8 17.9 9.9	17 50.0 17.0 8.0	20 58.8 18.3 9.4	18 52.9 18.4 8.5	16 47.1 18.4 7.5	4 11.8 13.3 1.9	9 26.5 20.0 4.2	10 29.4 26.3 4.7	6 17.6 19.4 2.8	34 16.0
	1.	11 12.4 39.3 5.2	49 55.1 40.8 23.0	42 47.2 41.2 19.7	52 58.4 44.4 24.4	48 53.9 48.0 22.5	49 55.1 45.0 23.0	46 51.7 46.9 21.6	40 44.9 46.0 18.8	13 14.6 43.3 6.1	12 13.5 26.7 5.6	11 12.4 28.9 5.2	8 9.0 25.8 3.8	89 41.8
	2.	7 10.6 25.0 3.3	37 56.1 30.8 17.4	30 45.5 29.4 14.1	32 48.5 27.4 15.0	25 37.9 25.0 11.7	28 42.4 25.7 13.1	23 34.8 23.5 10.8	21 31.8 24.1 9.9	11 16.7 36.7 5.2	17 25.8 37.8 8.0	13 19.7 34.2 6.1	13 19.7 41.9 6.1	66 31.0
	3.	1 4.2 3.6 0.5	14 58.3 11.7 6.6	12 50.0 11.8 5.6	12 50.0 10.3 5.6	10 41.7 10.0 4.7	12 50.0 11.0 5.6	11 45.8 11.2 5.2	10 41.7 11.5 4.7	2 8.3 6.7 0.9	7 29.2 15.6 3.3	4 16.7 10.5 1.9	4 16.7 12.9 1.9	24 11.3
Project Staff	0.	1 7.1 3.6 0.5	4 28.6 3.3 1.9	2 14.3 2.0 0.9	4 28.6 3.4 1.9	2 14.3 2.0 0.9	3 21.4 2.8 1.4	2 14.3 2.0 0.9	2 14.3 2.3 0.9	0 0.0 0.0 0.0	2 14.3 4.4 0.9	2 14.3 5.3 0.9	2 14.3 6.5 0.9	14 6.6
	1.	26 14.5 92.9 12.2	107 59.8 89.2 50.2	93 52.0 91.2 43.7	106 59.2 90.6 49.8	93 52.0 93.0 43.7	99 55.3 90.8 46.5	92 51.4 93.9 43.2	81 45.3 93.1 38.0	29 16.2 96.7 13.6	40 22.3 88.9 18.8	34 19.0 89.5 16.0	29 16.2 93.5 13.6	179 84.0
	2.	1 6.3 3.6 0.5	7 43.8 5.8 3.3	5 31.3 4.9 2.3	6 37.5 5.1 2.8	5 31.3 5.0 2.3	6 37.5 5.5 2.8	3 18.8 3.1 1.4	3 18.8 3.4 1.4	1 6.3 3.3 0.5	3 18.8 6.7 1.4	2 12.5 5.3 0.9	0 0.0 0.0 0.0	16 7.5
	3.	0 0.0 0.0 0.0	2 50.0 1.7 0.9	2 50.0 2.0 0.9	1 25.0 0.9 0.5	0 0.0 0.0 0.0	1 25.0 0.9 0.5	1 25.0 1.0 0.5	1 25.0 1.1 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 1.9
Other District Staff	0.	2 14.3 7.1 0.9	4 28.6 3.3 1.9	3 21.4 2.9 1.4	4 28.6 3.4 1.9	3 21.4 3.0 1.4	4 28.6 3.7 1.9	3 21.4 3.1 1.4	3 21.4 3.4 1.4	1 7.1 3.3 0.5	2 14.3 4.4 0.9	2 14.3 5.3 0.9	2 14.3 6.5 0.9	14 6.6
	1.	23 13.9 82.1 10.8	100 60.6 83.3 46.9	84 50.9 82.4 39.4	99 60.0 84.6 46.5	86 52.1 86.0 40.4	93 56.4 85.3 43.7	84 50.9 85.7 39.4	74 44.8 85.1 34.7	25 15.2 83.3 11.7	38 23.0 84.4 17.8	33 20.0 86.8 15.5	24 14.5 77.4 11.3	165 77.5
	2.	3 11.1 10.7 1.4	12 44.4 10.0 5.6	13 48.1 12.7 6.1	12 44.4 10.3 5.6	10 37.0 10.0 4.7	10 37.0 9.2 4.7	10 37.0 10.2 4.7	9 33.3 10.3 4.2	4 14.8 13.3 1.9	5 18.5 11.1 2.3	3 11.1 7.9 1.4	5 18.5 16.1 2.3	27 12.7
	3.	0 0.0 0.0 0.0	4 57.1 3.3 1.9	2 28.6 2.0 0.9	2 28.6 1.7 0.9	1 14.3 1.0 0.5	2 28.6 1.8 0.9	1 14.3 1.0 0.5	1 14.3 1.1 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 3.3
	COLUMN TOTAL	28 13.1	120 56.3	102 47.9	117 54.9	100 46.9	109 51.2	98 46.0	87 40.8	30 14.1	45 21.1	38 17.8	31 14.6	213 100.0

TABLE IV-37

Crosstabulation of Parent Committee and Staff Perceptions on Effectiveness of Project to: (a) Overcome Academic Difficulties, (b) Improve Attitudes Toward School, and (c) to Promote More Favorable Self-Concept to Contributors to Needs Assessment

HORIZONTAL: contributors to needs assessment (no response, yes, no, don't know) – see Project Director Guide, question 10;

VERTICAL: (somewhat effective – not applicable) for each of the following – see (in order) Staff Questionnaire question 26, Parent Committee Guide, question 24, Staff Questionnaire, question 28, Parent Committee Guide, question 26, Staff Questionnaire, question 29, Parent Committee Guide, question 27

	COUNT ROW PCT COL PCT TOT PCT	PD10A NATIVE AMRICAN PUPILS No Response 0.	Yes 1.	No 2.	Don't Know 3.	PARENT COMMITTE MEMBERS 0.	1.	2.	3.	COMMUNITY MEMBERS 0.	1.	2.	3.
STAFF26 Overcome Academic Difficulties	0. No Response	2 8.7 22.2 0.9	17 73.9 9.8 8.0	2 8.7 10.5 0.9	2 8.7 18.2 0.9	2 8.7 25.0 0.9	18 78.3 8.9 8.5	2 8.7 100.0 0.9	1 4.3 100.0 0.5	3 13.0 27.3 1.4	15 65.2 8.7 7.0	3 13.0 15.8 1.4	2 8.7 18.2 0.9
	2. SOMEWHAT EFFECTI	1 6.7 11.1 0.5	12 80.0 6.9 5.6	2 13.3 10.5 0.9	0 0.0 0.0 0.0	1 6.7 12.5 0.5	14 93.3 6.9 6.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 6.7 9.1 0.5	10 66.7 5.8 4.7	2 13.3 10.5 0.9	2 13.3 18.2 0.9
	3. MODERATELY EFFEC	6 6.1 66.7 2.8	82 83.7 47.1 38.5	6 6.1 31.6 2.8	4 4.1 36.4 1.9	5 5.1 62.5 2.3	93 94.9 46.0 43.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 6.1 54.5 2.8	81 82.7 47.1 38.0	6 6.1 31.6 2.8	5 5.1 45.5 2.3
	4. VERY EFFECTIVE	0 0.0 0.0 0.0	49 81.7 28.2 23.0	8 13.3 42.1 3.8	3 5.0 27.3 1.4	0 0.0 0.0 0.0	60 100.0 29.7 28.2	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 1.7 9.1 0.5	52 86.7 30.2 24.4	5 8.3 26.3 2.3	2 3.3 18.2 0.9
	5. NOT APPLICABLE	0 0.0 0.0 0.0	14 82.4 8.0 6.6	1 5.9 5.3 0.5	2 11.8 18.2 0.9	0 0.0 0.0 0.0	17 100.0 8.4 8.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	14 82.4 8.1 6.6	3 17.6 15.8 1.4	0 0.0 0.0 0.0
PC24 Overcome Academic Difficulties	0.	1 11.1 11.1 0.5	7 77.8 4.0 3.3	0 0.0 0.0 0.0	1 11.1 9.1 0.5	1 11.1 12.5 0.5	8 88.9 4.0 3.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 11.1 9.1 0.5	8 88.9 4.7 3.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0
	2. SOMEWHAT EFFECTI	0 0.0 0.0 0.0	15 88.2 8.6 7.0	1 5.9 5.3 0.5	1 5.9 9.1 0.5	0 0.0 0.0 0.0	16 94.1 7.9 7.5	0 0.0 0.0 0.0	1 5.9 100.0 0.5	0 0.0 0.0 0.0	12 70.6 7.0 5.6	4 23.5 21.1 1.9	1 5.9 9.1 0.5
	3. MODERATELY EFFEC	2 2.0 22.2 0.9	79 79.0 45.4 37.1	12 12.0 63.2 5.6	7 7.0 63.6 3.3	2 2.0 25.0 0.9	97 97.0 48.0 45.5	1 1.0 50.0 0.5	0 0.0 0.0 0.0	4 4.0 36.4 1.9	84 84.0 48.8 39.4	7 7.0 36.8 3.3	5 5.0 45.5 2.3
	4. VERY EFFECTIVE	4 5.3 44.4 1.9	64 85.3 36.8 30.0	5 6.7 26.3 2.3	2 2.7 18.2 0.9	3 4.0 37.5 1.4	71 94.7 35.1 33.3	1 1.3 50.0 0.5	0 0.0 0.0 0.0	4 5.3 36.4 1.9	59 78.7 34.3 27.7	7 9.3 36.8 3.3	5 6.7 45.5 2.3
	5. NOT APPLICABLE	2 16.7 22.2 0.9	9 75.0 5.2 4.2	1 8.3 5.3 0.5	0 0.0 0.0 0.0	2 16.7 25.0 0.9	10 83.3 5.0 4.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 16.7 18.2 0.9	9 75.0 5.2 4.2	1 8.3 5.3 0.5	0 0.0 0.0 0.0
	COLUMN TOTAL	9 4.2	174 81.7	19 8.9	11 5.2	8 3.8	202 94.8	2 0.9	1 0.5	11 5.2	172 80.8	19 8.9	11 5.2

TABLE IV-37 (continued)

Crosstabulation of Parent Committee and Staff Perceptions on Effectiveness of Project to: (a) Overcome Academic Difficulties, (b) Improve Attitudes Toward School, and (c) to Promote More Favorable Self-Concept to Contributors to Needs Assessment

HORIZONTAL: contributors to needs assessment (no response, yes, no, don't know) – see Project Director Guide, question 10;

VERTICAL: (somewhat effective – not applicable) for each of the following – see (in order) Staff Questionnaire question 26, Parent Committee Guide, question 24, Staff Questionnaire, question 28, Parent Committee Guide, question 26, Staff Questionnaire, question 29, Parent Committee Guide, question 27

COUNT ROW PCT COL PCT TOT PCT	TRIBAL COMMITTEE MEMBERS 0.	1.	2.	3.	PROJECT STAFF 0.	1.	2.	3.	OTHER SCHOOL DISTRICT STAFF 0.	1.	2.	3.	ROW TOTAL
STAFF26 Overcome Academic Difficulties 0.	3 13.0 8.8 1.4	7 30.4 7.9 3.3	9 39.1 13.6 4.2	4 17.4 16.7 1.9	4 17.4 28.6 1.9	12 52.2 6.7 5.6	5 21.7 31.3 2.3	2 8.7 50.0 0.9	3 13.0 21.4 1.4	15 65.2 9.1 7.0	3 13.0 11.1 1.4	2 8.7 28.6 0.9	23 10.8
SOMEWHAT EFFECTI 2.	2 13.3 5.9 0.9	6 40.0 6.7 2.8	4 26.7 6.1 1.9	3 20.0 12.5 1.4	2 13.3 14.3 0.9	12 80.0 6.7 5.6	0 0.0 0.0 0.0	1 6.7 25.0 0.5	1 6.7 7.1 0.5	10 66.7 6.1 4.7	3 20.0 11.1 1.4	1 6.7 14.3 0.5	15 7.0
MODERATELY EFFEC 3.	16 16.3 47.1 7.5	42 42.9 47.2 19.7	29 29.6 43.9 13.6	11 11.2 45.8 5.2	7 7.1 50.0 3.3	85 86.7 47.5 39.9	5 5.1 31.3 2.3	1 1.0 25.0 0.5	8 8.2 57.1 3.8	78 79.6 47.3 36.6	8 8.2 29.6 3.8	4 4.1 57.1 1.9	98 46.0
VERY EFFECTIVE 4.	13 21.7 38.2 6.1	27 45.0 30.3 12.7	14 23.3 21.2 6.6	6 10.0 25.0 2.8	1 1.7 7.1 0.5	56 93.3 31.3 26.3	3 5.0 18.8 1.4	0 0.0 0.0 0.0	2 3.3 14.3 0.9	48 80.0 29.1 22.5	10 16.7 37.0 4.7	0 0.0 0.0 0.0	60 28.2
NOT APPLICABLE 5.	0 0.0 0.0 0.0	7 41.2 7.9 3.3	10 58.8 15.2 4.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	14 82.4 7.8 6.6	3 17.6 18.8 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	14 82.4 8.5 6.6	3 17.6 11.1 1.4	0 0.0 0.0 0.0	17 8.0
PC24 Overcome Academic Difficulties 0.	1 11.1 2.9 0.5	4 44.4 4.5 1.9	4 44.4 6.1 1.9	0 0.0 0.0 0.0	2 22.2 14.3 0.9	6 66.7 3.4 2.8	1 11.1 6.3 0.5	0 0.0 0.0 0.0	2 22.2 14.3 0.9	6 66.7 3.6 2.8	0 0.0 0.0 0.0	1 11.1 14.3 0.5	9 4.2
SOMEWHAT EFFECTI 2.	0 0.0 0.0 0.0	9 52.9 10.1 4.2	6 35.3 9.1 2.8	2 11.8 8.3 0.9	0 0.0 0.0 0.0	15 88.2 8.4 7.0	1 5.9 6.3 0.5	1 5.9 25.0 0.5	0 0.0 0.0 0.0	12 70.6 7.3 5.6	4 23.5 14.8 1.9	1 5.9 14.3 0.5	17 8.0
MODERATELY EFFEC 3.	18 18.0 52.9 8.5	44 44.0 49.4 20.7	27 27.0 40.9 12.7	11 11.0 45.8 5.2	5 5.0 35.7 2.3	86 86.0 48.0 40.4	6 6.0 37.5 2.8	3 3.0 75.0 1.4	4 4.0 28.6 1.9	84 84.0 50.9 39.4	10 10.0 37.0 4.7	2 2.0 28.6 0.9	100 46.9
VERY EFFECTIVE 4.	13 17.3 38.2 6.1	28 37.3 31.5 13.1	24 32.0 36.4 11.3	10 13.3 41.7 4.7	5 6.7 35.7 2.3	63 84.0 35.2 29.6	7 9.3 43.8 3.3	0 0.0 0.0 0.0	6 8.0 42.9 2.8	56 74.7 33.9 26.3	11 14.7 40.7 5.2	2 2.7 28.6 0.9	75 35.2
NOT APPLICABLE 5.	2 16.7 5.9 0.9	4 33.3 4.5 1.9	5 41.7 7.6 2.3	1 8.3 4.2 0.5	2 16.7 14.3 0.9	9 75.0 5.0 4.2	1 8.3 6.3 0.5	0 0.0 0.0 0.0	2 16.7 14.3 0.9	7 58.3 4.2 3.3	2 16.7 7.4 0.9	1 8.3 14.3 0.5	12 5.6
COLUMN TOTAL	34 16.0	89 41.8	66 31.0	24 11.3	14 6.6	179 84.0	16 7.5	4 1.9	14 6.6	165 77.5	27 12.7	7 3.3	213 100.0

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TABLE IV-37 (continued)
Crosstabulation of Parent Committee and Staff Perceptions on Effectiveness of Project to: (a) Overcome Academic Difficulties, (b) Improve Attitudes Toward School, and (c) to Promote More Favorable Self-Concept to Contributors to Needs Assessment

HORIZONTAL: contributors to needs assessment (no response, yes, no, don't know) – see Project Director Guide, question 10;
VERTICAL: (somewhat effective – not applicable) for each of the following – see (in order) Staff Questionnaire question 26, Parent Committee Guide, question 24, Staff Questionnaire, question 28, Parent Committee Guide, question 26, Staff Questionnaire, question 29, Parent Committee Guide, question 27

	PDIUA NATIVE AMERICAN PUPILS				PARENT COMMITTE MEMBERS				COMMUNITY MEMBERS			
	0.	1.	2.	3.	0.	1.	2.	3.	0.	1.	2.	3.
STAFF26 0. Improve Attitudes To School	2 8.7 22.2 0.9	17 73.9 9.8 8.0	2 8.7 10.5 0.9	2 8.7 18.2 0.9	2 8.7 25.0 0.9	18 78.3 8.9 8.5	2 8.7 100.0 0.9	1 4.3 100.0 0.5	3 13.0 27.3 1.4	15 65.2 8.7 7.0	3 13.0 15.8 1.4	2 8.7 18.2 0.9
2. LITTLE IMPROVE.	2 20.0 22.2 0.9	7 70.0 4.0 3.3	1 10.0 5.3 0.5	0 0.0 0.0 0.0	2 20.0 25.0 0.9	8 80.0 4.0 3.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 20.0 18.2 0.9	5 50.0 2.9 2.3	3 30.0 15.8 1.4	0 0.0 0.0 0.0
3. MODERATE IMPROVE	2 2.0 22.2 0.9	82 82.8 47.1 38.5	8 8.1 42.1 3.8	7 7.1 63.6 3.3	2 2.0 25.0 0.9	97 98.0 48.0 45.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 3.0 27.3 1.4	81 81.8 47.1 38.0	9 9.1 47.4 4.2	6 6.1 54.5 2.8
4. GREAT IMPROVEMEN	2 2.6 22.2 0.9	66 85.7 37.9 31.0	7 9.1 36.8 3.3	2 2.6 18.2 0.9	1 1.3 12.5 0.5	76 98.7 37.6 35.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 2.6 18.2 0.9	68 88.3 39.5 31.9	4 5.2 21.1 1.9	3 3.9 27.3 1.4
5. NOT APPLICABLE	1 25.0 11.1 0.5	2 50.0 1.1 0.9	1 25.0 5.3 0.5	0 0.0 0.0 0.0	1 25.0 12.5 0.5	3 75.0 1.5 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 25.0 9.1 0.5	3 75.0 1.7 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0
PC26 0. Improve Attitudes To School	1 10.0 11.1 0.5	8 80.0 4.6 3.8	0 0.0 0.0 0.0	1 10.0 9.1 0.5	1 10.0 12.5 0.5	9 90.0 4.5 4.2	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 20.0 18.2 0.9	8 80.0 4.7 3.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0
1. NO IMPROVEMENT	0 0.0 0.0 0.0	1 100.0 0.6 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 0.5 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 0.6 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0
2. LITTLE IMPROVEME	0 0.0 0.0 0.0	11 78.6 6.3 5.2	3 21.4 15.8 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	14 100.0 6.9 6.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	12 85.7 7.0 5.6	1 7.1 5.3 0.5	1 7.1 9.1 0.5
3. MODERATE IMPROVE	6 5.7 66.7 2.8	84 79.2 48.3 39.4	8 7.5 42.1 3.8	8 7.5 72.7 3.8	5 4.7 62.5 2.3	98 92.5 48.5 46.0	2 1.9 100.0 0.9	1 0.9 100.0 0.5	6 5.7 54.5 2.8	81 76.4 47.1 38.0	12 11.3 63.2 5.6	7 6.6 63.6 3.3
4. GREAT IMPROVEMEN	2 2.7 22.2 0.9	63 84.0 36.2 29.6	8 10.7 42.1 3.8	2 2.7 18.2 0.9	2 2.7 25.0 0.9	73 97.3 36.1 34.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 4.0 27.3 1.4	63 84.0 36.6 29.6	6 8.0 31.6 2.8	3 4.0 27.3 1.4
5. NOT APPLICABLE	0 0.0 0.0 0.0	7 100.0 4.0 3.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 100.0 3.5 3.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 100.0 4.1 3.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0
COLUMN TOTAL	9 [illegible]	174 81.7	19 8.9	11 5.2	8 3.8	202 94.8	2 0.9	1 0.5	11 5.2	172 80.8	19 8.9	11 5.2

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TABLE IV-37 (continued)

Crosstabulation of Parent Committee and Staff Perceptions on Effectiveness of Project to: (a) Overcome Academic Difficulties, (b) Improve Attitudes Toward School, and (c) to Promote More Favorable Self-Concept to Contributors to Needs Assessment

HORIZONTAL: contributors to needs assessment (no response, yes, no, don't know) – see Project Director Guide, question 10;

VERTICAL: (somewhat effective – not applicable) for each of the following – see (in order) Staff Questionnaire question 26, Parent Committee Guide, question 24, Staff Questionnaire, question 28, Parent Committee Guide, question 26, Staff Questionnaire, question 29, Parent Committee Guide, question 27

	TRIBAL COMMITTEE MEMBERS				PROJECT STAFF				OTHER SCHOOL DISTRICT STAFF				
	0.	1.	2.	3.	0.	1.	2.	3.	0.	1.	2.	3.	ROW TOTAL
STAFF26													
0. Improve Attitudes To School	3 13.0 8.8 1.4	7 30.4 7.9 3.3	9 39.1 13.6 4.2	4 17.4 16.7 1.9	4 17.4 28.6 1.9	12 52.2 6.7 5.6	5 21.7 31.3 2.3	2 8.7 50.0 0.9	3 13.0 21.4 1.4	15 65.2 9.1 7.0	3 13.0 11.1 1.4	2 8.7 28.6 0.9	23 10.8
2. LITTLE IMPROVE.	2 20.0 5.9 0.9	2 20.0 2.2 0.9	6 60.0 9.1 2.8	0 0.0 0.0 0.0	2 20.0 14.3 0.9	7 70.0 3.9 3.3	1 10.0 6.3 0.5	0 0.0 0.0 0.0	2 20.0 14.3 0.9	6 60.0 3.6 2.8	2 20.0 7.4 0.9	0 0.0 0.0 0.0	10 4.7
3. MODERATE IMPROVE	17 17.2 50.0 8.0	49 49.5 55.1 23.0	22 22.2 33.3 10.3	11 11.1 45.8 5.2	4 4.0 28.6 1.9	89 89.9 49.7 41.8	4 4.0 25.0 1.9	2 2.0 50.0 0.9	5 5.1 35.7 2.3	77 77.8 46.7 36.2	13 13.1 48.1 6.1	4 4.0 57.1 1.9	99 46.5
4. GREAT IMPROVEMEN	11 14.3 32.4 5.2	31 40.3 34.8 14.6	26 33.8 39.4 12.2	9 11.7 37.5 4.2	3 3.9 21.4 1.4	69 89.6 38.5 32.4	5 6.5 31.3 2.3	0 0.0 0.0 0.0	3 3.9 21.4 1.4	65 84.4 39.4 30.5	8 10.4 29.6 3.6	1 1.3 14.3 0.5	77 36.2
5. NOT APPLICABLE	1 25.0 2.9 0.5	0 0.0 0.0 0.0	3 75.0 4.5 1.4	0 0.0 0.0 0.0	1 25.0 7.1 0.5	2 50.0 1.1 0.9	1 25.0 6.3 0.5	0 0.0 0.0 0.0	1 25.0 7.1 0.5	2 50.0 1.2 0.9	1 25.0 3.7 0.5	0 0.0 0.0 0.0	4 1.9
PC26													
0. Improve Attitudes To School	2 20.0 5.9 0.9	4 40.0 4.5 1.9	4 40.0 6.1 1.9	0 0.0 0.0 0.0	3 30.0 21.4 1.4	6 60.0 3.4 2.8	1 10.0 6.3 0.5	0 0.0 0.0 0.0	2 20.0 14.3 0.9	7 70.0 4.2 3.3	0 0.0 0.0 0.0	1 10.0 14.3 0.5	10 4.7
1. NO IMPROVEMENT	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 4.2 0.5	0 0.0 0.0 0.0	1 100.0 0.6 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 0.6 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 0.5
2. LITTLE IMPROVEME	0 0.0 0.0 0.0	8 57.1 9.0 3.8	5 35.7 7.6 2.3	1 7.1 4.2 0.5	0 0.0 0.0 0.0	13 92.9 7.3 6.1	1 7.1 6.3 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	10 71.4 6.1 4.7	4 28.6 14.8 1.9	0 0.0 0.0 0.0	14 6.6
3. MODERATE IMPROVE	19 17.9 55.9 8.9	46 43.4 51.7 21.6	31 29.2 47.0 14.6	10 9.4 41.7 4.7	9 8.5 64.3 4.2	87 82.1 48.6 40.8	8 7.5 50.0 3.8	2 1.9 50.0 0.9	8 7.5 57.1 3.8	80 75.5 48.5 37.6	14 13.2 51.9 6.6	4 3.8 57.1 1.9	106 49.8
4. GREAT IMPROVEMEN	12 16.0 35.3 5.6	30 40.0 33.7 14.1	22 29.3 33.3 10.3	11 14.7 45.8 5.2	2 2.7 14.3 0.9	66 88.0 36.9 31.0	5 6.7 31.3 2.3	2 2.7 50.0 0.9	4 5.3 28.6 1.9	62 82.7 37.6 29.1	8 10.7 29.6 3.8	1 1.3 14.3 0.5	75 35.2
5. NOT APPLICABLE	1 14.3 2.9 0.5	1 14.3 1.1 0.5	4 57.1 6.1 1.9	1 14.3 4.2 0.5	0 0.0 0.0 0.0	6 85.7 3.4 2.8	1 14.3 6.3 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 71.4 3.0 2.3	1 14.3 3.7 0.5	1 14.3 14.3 0.5	7 3.3
COLUMN TOTAL	34 16.0	89 41.8	66 31.0	24 11.3	14 6.6	179 84.0	16 7.5	4 1.9	14 6.6	165 77.5	27 12.7	7 3.3	213 100.0

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TABLE IV-37 (continued)
Crosstabulation of Parent Committee and Staff Perceptions on Effectiveness of Project to: (a) Overcome Academic Difficulties, (b) Improve Attitudes Toward School, and (c) to Promote More Favorable Self-Concept to Contributors to Needs Assessment

HORIZONTAL: contributors to needs assessment (no response, yes, no, don't know) – see Project Director Guide, question 10;

VERTICAL: (somewhat effective – not applicable) for each of the following – see (in order) Staff Questionnaire question 26, Parent Committee Guide, question 24, Staff Questionnaire, question 28, Parent Committee Guide, question 26, Staff Questionnaire, question 29, Parent Committee Guide, question 27

	PDIOA NATIVE AMRICAN PUPILS				PARENT COMMITTE MEMBERS				COMMUNITY MEMBERS			
	0.	1.	2.	3.	0.	1.	2.	3.	0.	1.	2.	3.
STAFF29												
0. Improve Self-Concept	2 8.7 22.2 0.9	17 73.9 9.8 8.0	2 8.7 10.5 0.9	2 8.7 18.2 0.9	2 8.7 25.0 0.9	18 78.3 8.9 8.5	2 8.7 100.0 0.9	1 4.3 100.0 0.5	3 13.0 27.3 1.4	15 65.2 8.7 7.0	3 13.0 15.8 1.4	2 8.7 18.2 0.9
2. LITTLE	0 0.0 0.0 0.0	2 66.7 1.1 0.9	1 33.3 5.3 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 100.0 1.5 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 33.3 0.6 0.5	2 66.7 10.5 0.9	0 0.0 0.0 0.0
3. MODERATELY	3 4.2 33.3 1.4	60 83.3 34.5 28.2	6 8.3 31.6 2.8	3 4.2 27.3 1.4	3 4.2 37.5 1.4	69 95.8 34.2 32.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 5.6 36.4 1.9	56 77.8 32.6 26.3	8 11.1 42.1 3.8	4 5.6 36.4 1.9
4. CONSIDERABLY	4 3.6 44.4 1.9	93 83.8 53.4 43.7	8 7.2 42.1 3.8	6 5.4 54.5 2.8	3 2.7 37.5 1.4	108 97.3 53.5 50.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 3.6 36.4 1.9	96 86.5 55.8 45.1	6 5.4 31.6 2.8	5 4.5 45.5 2.3
5. NOT APPLICABLE	0 0.0 0.0 0.0	2 50.0 1.1 0.9	2 50.0 10.5 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 100.0 2.0 1.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 100.0 2.3 1.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0
PC27												
0. Improve Self-Concept	1 11.1 11.1 0.5	7 77.8 4.0 3.3	0 0.0 0.0 0.0	1 11.1 9.1 0.5	1 11.1 12.5 0.5	8 88.9 4.0 3.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 11.1 9.1 0.5	8 88.9 4.7 3.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0
2. LITTLE	0 0.0 0.0 0.0	5 83.3 2.9 2.3	1 16.7 5.3 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 100.0 3.0 2.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 16.7 9.1 0.5	3 50.0 1.7 1.4	2 33.3 10.5 0.9	0 0.0 0.0 0.0
3. MODERATELY	4 4.9 44.4 1.9	67 82.7 38.5 31.5	6 7.4 31.6 2.8	4 4.9 36.4 1.9	4 4.9 50.0 1.9	75 92.6 37.1 35.2	1 1.2 50.0 0.5	1 1.2 100.0 0.5	5 6.2 45.5 2.3	64 79.0 37.2 30.0	7 8.6 36.8 3.3	5 6.2 45.5 2.3
4. CONSIDERABLY	4 3.5 44.4 1.9	94 81.7 54.0 44.1	11 9.6 57.9 5.2	6 5.2 54.5 2.8	3 2.6 37.5 1.4	111 96.5 55.0 52.1	1 0.9 50.0 0.5	0 0.0 0.0 0.0	4 3.5 36.4 1.9	95 82.6 55.2 44.6	10 8.7 52.6 4.7	6 5.2 54.5 2.8
5. NOT APPLICABLE	0 0.0 0.0 0.0	1 50.0 0.6 0.5	1 50.0 5.3 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 1.0 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 1.2 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0
COLUMN TOTAL	9 4.2	174 81.7	19 8.9	11 5.2	8 3.8	202 94.8	2 0.9	1 0.5	11 5.2	172 80.8	19 8.9	11 5.2

TABLE IV-37 (continued)

Crosstabulation of Parent Committee and Staff Perceptions on Effectiveness of Project to: (a) Overcome Academic Difficulties, (b) Improve Attitudes Toward School, and (c) to Promote More Favorable Self-Concept to Contributors to Needs Assessment

HORIZONTAL: contributors to needs assessment (no response, yes, no, don't know) – see Project Director Guide, question 10;

VERTICAL: (somewhat effective – not applicable) for each of the following – see (in order) Staff Questionnaire question 26, Parent Committee Guide, question 24, Staff Questionnaire, question 28, Parent Committee Guide, question 26, Staff Questionnaire, question 29, Parent Committee Guide, question 27

	TRIBAL COMMITTEE MEMBERS				PROJECT STAFF				OTHER SCHOOL DISTRICT STAFF				ROW TOTAL
	0.	1.	2.	3.	0.	1.	2.	3.	0.	1.	2.	3.	
STAFF29 0. Improve Self-Concept	3 13.0 8.8 1.4	7 30.4 7.9 3.3	9 39.1 13.6 4.2	4 17.4 16.7 1.9	4 17.4 28.6 1.9	12 52.2 6.7 5.6	5 21.7 31.3 2.3	2 8.7 50.0 0.9	3 13.0 21.4 1.4	15 65.2 9.1 7.0	3 13.0 11.1 1.4	2 8.7 28.6 0.9	23 10.8
2. LITTLE	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 100.0 4.5 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 100.0 1.7 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 100.0 1.8 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 1.4
3. MODERATELY	10 13.9 29.4 4.7	35 48.6 39.3 16.4	20 27.8 30.3 9.4	7 9.7 29.2 3.3	5 6.9 35.7 2.3	63 87.5 35.2 29.6	4 5.6 25.0 1.9	0 0.0 0.0 0.0	6 8.3 42.9 2.8	51 70.8 30.9 23.9	14 19.4 51.9 6.6	1 1.4 14.3 0.5	72 33.8
4. CONSIDERABLY	21 18.9 61.8 9.9	45 40.5 50.6 21.1	32 28.8 48.5 15.0	13 11.7 54.2 6.1	5 4.5 35.7 2.3	98 88.3 54.7 46.0	6 5.4 37.5 2.8	2 1.8 50.0 0.9	5 4.5 35.7 2.3	93 83.8 56.4 43.7	9 8.1 33.3 4.2	4 3.6 57.1 1.9	111 52.1
5. NOT APPLICABLE	0 0.0 0.0 0.0	2 50.0 2.2 0.9	2 50.0 3.0 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 75.0 1.7 1.4	1 25.0 6.3 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 75.0 1.8 1.4	1 25.0 3.7 0.5	0 0.0 0.0 0.0	4 1.9
PC27 0. Improve Self-Concept	1 11.1 2.9 0.5	4 44.4 4.5 1.9	4 44.4 6.1 1.9	0 0.0 0.0 0.0	2 22.2 14.3 0.9	6 66.7 3.4 2.8	1 11.1 6.3 0.5	0 0.0 0.0 0.0	2 22.2 14.3 0.9	6 66.7 3.6 2.8	0 0.0 0.0 0.0	1 11.1 14.3 0.5	9 4.2
2. LITTLE	1 16.7 2.9 0.5	3 50.0 3.4 1.4	2 33.3 3.0 0.9	0 0.0 0.0 0.0	1 16.7 7.1 0.5	5 83.3 2.8 2.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 66.7 2.4 1.9	2 33.3 7.4 0.9	0 0.0 0.0 0.0	6 2.8
3. MODERATELY	15 18.5 44.1 7.0	30 37.0 33.7 14.1	27 33.3 40.9 12.7	9 11.1 37.5 4.2	7 8.6 50.0 3.3	66 81.5 36.9 31.0	6 7.4 37.5 2.8	2 2.5 50.0 0.9	6 7.4 42.9 2.8	64 79.0 38.8 30.0	9 11.1 33.3 4.2	2 2.5 28.6 0.9	81 38.0
4. CONSIDERABLY	17 14.8 50.0 8.0	52 45.2 58.4 24.4	31 27.0 47.0 14.6	15 13.0 62.5 7.0	4 3.5 28.6 1.9	100 87.0 55.9 46.9	9 7.8 56.3 4.2	2 1.7 50.0 0.9	6 5.2 42.9 2.8	91 79.1 55.2 42.7	14 12.2 51.9 6.6	4 3.5 57.1 1.9	115 54.0
5. NOT APPLICABLE	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 3.0 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 1.1 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 7.4 0.9	0 0.0 0.0 0.0	2 0.9
COLUMN TOTAL	34 16.0	89 41.8	66 31.0	24 11.3	14 6.6	179 84.0	16 7.5	4 1.9	14 6.6	165 77.5	27 12.7	7 3.3	213 100.0

TABLE IV-38A

Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Making Staffing Recommendations to Perceptions by Staff and Parent Committee Members of the Effectiveness of the Project in Helping to Overcome Academic Difficulties

HORIZONTAL: in order: Project Staff Questionnaire, question 26, perception of effectiveness, (no response, somewhat effective — very effective, not applicable); Parent Committee Guide, question 24, perception of effectiveness, (no response, somewhat effective — very effective, not applicable);

VERTICAL: degree of involvement in staffing recommendations by parent committee members — see Project Director Guide, question 47.

PD47A	COUNT ROW PCT COL PCT TOT PCT	STAFF26 (0) No Response	(2) Somewhat Effective	(3) Moderately Effective	(4) Very Effective	(5) Not Applicable	PC24 (0) No Response	(2) Somewhat Effective	(3) Moderately Effective	(4) Very Effective	(5) Not Applicable	ROW TOTAL
No Response	(0)	3 25.0 13.0 1.4	2 16.7 13.3 0.9	6 50.0 6.1 2.8	1 8.3 1.7 0.5	0 0.0 0.0 0.0	2 16.7 22.2 0.9	0 0.0 0.0 0.0	4 33.3 4.0 1.9	4 33.3 5.3 1.9	2 16.7 16.7 0.9	12 5.6
Not Involved	(1)	3 30.0 13.0 1.4	0 0.0 0.0 0.0	5 50.0 5.1 2.3	1 10.0 1.7 0.5	1 10.0 5.9 0.5	0 0.0 0.0 0.0	2 20.0 11.8 0.9	5 50.0 5.0 2.3	2 20.0 2.7 0.9	1 10.0 8.3 0.5	10 4.7
	(2)	3 21.4 13.0 1.4	0 0.0 0.0 0.0	8 57.1 8.2 3.8	1 7.1 1.7 0.5	2 14.3 11.8 0.9	0 0.0 0.0 0.0	1 7.1 5.9 0.5	5 35.7 5.0 2.3	8 57.1 10.7 3.8	0 0.0 0.0 0.0	14 6.6
	(3)	1 4.3 4.3 0.5	0 0.0 0.0 0.0	13 56.5 13.3 6.1	7 30.4 11.7 3.3	2 8.7 11.8 0.9	2 8.7 22.2 0.9	1 4.3 5.9 0.5	10 43.5 10.0 4.7	8 34.8 10.7 3.8	2 8.7 16.7 0.9	23 10.8
	(4)	4 9.3 17.4 1.9	2 4.7 13.3 0.9	18 41.9 18.4 8.5	15 34.9 25.0 7.0	4 9.3 23.5 1.9	3 7.0 33.3 1.4	4 9.3 23.5 1.9	18 41.9 18.0 8.5	14 32.6 18.7 6.6	4 9.3 33.3 1.9	43 20.2
Very Involved	(5)	9 8.1 39.1 4.2	11 9.9 73.3 5.2	48 43.2 49.0 22.5	35 31.5 58.3 16.4	8 7.2 47.1 3.8	2 1.8 22.2 0.9	9 8.1 52.9 4.2	58 52.3 58.0 27.2	39 35.1 52.0 18.3	3 2.7 25.0 1.4	111 52.1
	COLUMN TOTAL	23 10.8	15 7.0	98 46.0	60 28.2	17 8.0	9 4.2	17 8.0	100 46.9	75 35.2	12 5.6	213 100.0

NOTE 1: THE HORIZONTAL SCALE: "No Response (0), Not Effective (1), Somewhat Effective (2), Moderately Effective (3), Very Effective (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50A.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved (1)——Very Involved (5)" is the same for Tables 38A–C through 50A–C.

TABLE IV-38B

Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Making Staffing Recommendations to Perceptions by Staff and Parent Committee Members of the Effectiveness of the Project in Improving Pupils' Attitudes Toward School

HORIZONTAL: in order: Project Staff Questionnaire, question 28, perception of effectiveness (no response, little improvement – great improvement, not applicable); Parent Committee Guide, question 26, perception of effectiveness (no response, no improvement – great improvement, not applicable);

VERTICAL: degree of involvement in staffing recommendations by parent committee members – see Project Director Guide, question 47

PD47A	COUNT ROW PCT COL PCT TOT PCT	STAFF28 (0) No Response	(2) Little Improvement	(3) Moderate Improvement	(4) Great Improvement	(5) Not Applicable	PC26 (0) No Response	(1) No Improvement	(2) Little Improvement	(3) Moderate Improvement	(4) Great Improvement	(5) Not Applicable	ROW TOTAL
No Response	(0)	3 25.0 13.0 1.4	2 16.7 20.0 0.9	3 25.0 3.0 1.4	2 16.7 2.6 0.9	2 16.7 50.0 0.9	2 16.7 20.0 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 50.0 5.7 2.8	4 33.3 5.3 1.9	0 0.0 0.0 0.0	12 5.6
Not Involved	(1)	3 30.0 13.0 1.4	1 10.0 10.0 0.5	5 50.0 5.1 2.3	1 10.0 1.3 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 20.0 14.3 0.9	6 60.0 5.7 2.8	1 10.0 1.3 0.5	1 10.0 14.3 0.5	10 4.7
	(2)	3 21.4 13.0 1.4	1 7.1 10.0 0.5	3 21.4 3.0 1.4	7 50.0 9.1 3.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 50.0 6.6 3.3	7 50.0 9.3 3.3	0 0.0 0.0 0.0	14 6.6
	(3)	1 4.3 4.3 0.5	0 0.0 0.0 0.0	15 65.2 15.2 7.0	6 26.1 7.8 2.8	1 4.3 25.0 0.5	2 8.7 20.0 0.9	0 0.0 0.0 0.0	2 8.7 14.3 0.9	10 43.5 9.4 4.7	7 30.4 9.3 3.3	2 8.7 28.6 0.9	23 10.8
	(4)	4 9.3 17.4 1.9	1 2.3 10.0 0.5	21 48.8 21.2 9.9	17 39.5 22.1 8.0	0 0.0 0.0 0.0	3 7.0 30.0 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	20 46.5 18.9 9.4	17 39.5 22.7 8.0	3 7.0 42.9 1.4	43 20.2
Very Involved	(5)	9 8.1 39.1 4.2	5 4.5 50.0 2.3	52 46.8 52.5 24.4	44 39.6 57.1 20.7	1 0.9 25.0 0.5	3 2.7 30.0 1.4	1 0.9 100.0 0.5	10 9.0 71.4 4.7	57 51.4 53.8 26.8	39 35.1 52.0 18.3	1 0.9 14.3 0.5	111 52.1
	COLUMN TOTAL	23 10.8	10 4.7	99 46.5	77 36.2	4 1.9	10 4.7	1 0.5	14 6.6	106 49.8	75 35.2	7 3.3	213 100.0

NOTE 1: THE HORIZONTAL SCALE: "No Response (0), No Improvement (1), Little Improvement (2), Moderate Improvement (3), Great Improvement (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50B.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved (1)––Very Involved (5)" is the same for Tables 38A–C through 50A–C.

TABLE IV-38C

Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Making Staffing Recommendations to Perceptions by Staff and Parent Committee Members of the Effectiveness of the Project in Improving Pupils to Gain a More Favorable Self-Concept

HORIZONTAL: in order: Project Staff Questionnaire, question 29, perception of effectiveness (no response, little — considerably, not applicable); Parent Committee Guide, question 27, perception of effectiveness (no response, little — considerably, not applicable);

VERTICAL: degree of involvement in staffing recommendations by parent committee members — see Project Director Guide, question 47

PD47A	COUNT ROW PCT COL PCT TOT PCT	STAFF29 (0) No Response	(2) Little	(3) Moderately	(4) Considerably	(5) Not Applicable	PC27 (0) No Response	(2) Little	(3) Moderately	(4) Considerably	(5) Not Applicable	ROW TOTAL
No Response	(0)	3 25.0 13.0 1.4	0 0.0 0.0 0.0	3 25.0 4.2 1.4	5 41.7 4.5 2.3	1 8.3 25.0 0.5	2 16.7 22.2 0.9	0 0.0 0.0 0.0	6 50.0 7.4 2.8	4 33.3 3.5 1.9	0 0.0 0.0 0.0	12 5.6
Not Involved	(1)	3 30.0 13.0 1.4	0 0.0 0.0 0.0	4 40.0 5.6 1.9	3 30.0 2.7 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 10.0 16.7 0.5	7 70.0 8.6 3.3	2 20.0 1.7 0.9	0 0.0 0.0 0.0	10 4.7
	(2)	3 21.4 13.0 1.4	0 0.0 0.0 0.0	3 21.4 4.2 1.4	7 50.0 6.3 3.3	1 7.1 25.0 0.5	0 0.0 0.0 0.0	1 7.1 16.7 0.5	4 28.6 4.9 1.9	9 64.3 7.8 4.2	0 0.0 0.0 0.0	14 6.6
	(3)	1 4.3 4.3 0.5	0 0.0 0.0 0.0	11 47.8 15.3 5.2	10 43.5 9.0 4.7	1 4.3 25.0 0.5	2 8.7 22.2 0.9	0 0.0 0.0 0.0	5 21.7 6.2 2.3	15 65.2 13.0 7.0	1 4.3 50.0 0.5	23 10.8
	(4)	4 9.3 17.4 1.9	2 4.7 66.7 0.9	12 27.9 16.7 5.6	25 58.1 22.5 11.7	0 0.0 0.0 0.0	3 7.0 33.3 1.4	1 2.3 16.7 0.5	15 34.9 18.5 7.0	24 55.8 20.9 11.3	0 0.0 0.0 0.0	43 20.2
Very Involved	(5)	9 8.1 39.1 4.2	1 0.9 33.3 0.5	39 35.1 54.2 18.3	61 55.0 55.0 28.6	1 0.9 25.0 0.5	2 1.8 22.2 0.9	3 2.7 50.0 1.4	44 39.6 54.3 20.7	61 55.0 53.0 28.6	1 0.9 50.0 0.5	111 52.1
	COLUMN TOTAL	23 10.8	3 1.4	72 33.8	111 52.1	4 1.9	9 4.2	6 2.8	81 38.0	115 54.0	2 0.9	213 100.0

NOTE 1: THE HORIZONTAL SCALE: "No Response (0), Negligible (1), Little (2), Moderately (3), Considerably (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38—50C.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved(1)——Very Involved (5) is the same for Tables 38A—C through 50A—C.

TABLE IV-39A

Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Making Curriculum Decisions to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Improving Attitudes Toward School

HORIZONTAL: in order: Project Staff Questionnaite, question 26, perception of effectiveness, (no response somewhat effective – very effective, not applicable); Parent Committee Questionnaire, question 24, perception of effectiveness (no response, somewhat effective – very effective, no applicable);

VERTICAL: degree of involvement in making curriculum decisions by parent committee members – see Project Director Guide, question 47

PD47D	COUNT ROW PCT COL PCT TOT PCT	STAFF26					PC24					ROW TOTAL
		0.	2.	3.	4.	5.	0.	2.	3.	4.	5.	
0.		4 25.0 17.4 1.9	1 6.3 6.7 0.5	7 43.8 7.1 3.3	4 25.0 6.7 1.9	0 0.0 0.0 0.0	1 6.3 11.1 0.5	1 6.3 5.9 0.5	4 25.0 4.0 1.9	8 50.0 10.7 3.8	2 12.5 16.7 0.9	16 7.5
1.		3 21.4 13.0 1.4	2 14.3 13.3 0.9	5 35.7 5.1 2.3	2 14.3 3.3 0.9	2 14.3 11.8 0.9	1 7.1 11.1 0.5	1 7.1 5.9 0.5	9 64.3 9.0 4.2	1 7.1 1.3 0.5	2 14.3 16.7 0.9	14 6.6
2.		3 12.0 13.0 1.4	1 4.0 6.7 0.5	8 32.0 8.2 3.8	10 40.0 16.7 4.7	3 12.0 17.6 1.4	0 0.0 0.0 0.0	1 4.0 5.9 0.5	12 48.0 12.0 5.6	11 44.0 14.7 5.2	1 4.0 8.3 0.5	25 11.7
3.		4 10.5 17.4 1.9	0 0.0 0.0 0.0	20 52.6 20.4 9.4	11 28.9 18.3 5.2	3 7.9 17.6 1.4	1 2.6 11.1 0.5	5 13.2 29.4 2.3	18 47.4 18.0 8.5	13 34.2 17.3 6.1	1 2.6 8.3 0.5	38 17.8
4.		4 6.1 17.4 1.9	6 9.1 40.0 2.8	35 53.0 35.7 16.4	18 27.3 30.0 8.5	3 4.5 17.6 1.4	4 6.1 44.4 1.9	4 6.1 23.5 1.9	30 45.5 30.0 14.1	22 33.3 29.3 10.3	6 9.1 50.0 2.8	66 31.0
5.		5 9.3 21.7 2.3	5 9.3 33.3 2.3	23 42.6 23.5 10.8	15 27.8 25.0 7.0	6 11.1 35.3 2.8	2 3.7 22.2 0.9	5 9.3 29.4 2.3	27 50.0 27.0 12.7	20 37.0 26.7 9.4	0 0.0 0.0 0.0	54 25.4
COLUMN TOTAL		23 10.8	15 7.0	98 46.0	60 28.2	17 8.0	9 4.2	17 8.0	100 46.9	75 35.2	12 5.6	213 100.0

NOTE 1: THE HORIZONTAL SCALE: "No Response (0), Not Effective (1), Somewhat Effective (2), Moderately Effective (3), Very Effective (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50A.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved (1)––Very Involved (5)" is the same for Tables 38A–C through 50A–C.

TABLE IV-39B

Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Making Curriculum Decisons to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Improving Attitudes Toward School

HORIZONTAL: in order: Project Staff Questionnaire, question 28, perception of effectiveness, (no response, little improvement – great improvement, not applicable); Parent Committee Questionnaire, question , perception of effectiveness (no response, little improvement – great improvement, not applicable);

VERTICAL: degree of involvement in making curriculum decisions by parent committee members – see Project Director Guide, question 47

```
                     STAFF28                                               |PC26
          COUNT  I
        ROW PCT  I                                                                                                                 ROW
        COL PCT  I                                                                                                                 TOTAL
        TOT PCT  I       0.I       2.I       3.I       4.I       5.|       0.I       1.I       2.I       3.I       4.I       5.I
PD47B   --------I---------I---------I---------I---------I---------|---------I---------I---------I---------I---------I---------I
             0.  I       4 I       2 I       4 I       4 I       2 |       1 I       0 I       1 I       8 I       6 I       0 I      16
                 I    25.0 I    12.5 I    25.0 I    25.0 I    12.5 |     6.3 I     0.0 I     6.3 I    50.0 I    37.5 I     0.0 I     7.5
                 I    17.4 I    20.0 I     4.0 I     5.2 I    50.0 |    10.0 I     0.0 I     7.1 I     7.5 I     8.0 I     0.0 I
                 I     1.9 I     0.9 I     1.9 I     1.9 I     0.9 |     0.5 I     0.0 I     0.5 I     3.8 I     2.8 I     0.0 I
                -I---------I---------I---------I---------I---------|---------I---------I---------I---------I---------I---------I
             1.  I       3 I       3 I       7 I       1 I       0 |       1 I       0 I       2 I       9 I       1 I       1 I      14
                 I    21.4 I    21.4 I    50.0 I     7.1 I     0.0 |     7.1 I     0.0 I    14.3 I    64.3 I     7.1 I     7.1 I     6.6
                 I    13.0 I    30.0 I     7.1 I     1.3 I     0.0 |    10.0 I     0.0 I    14.3 I     8.5 I     1.3 I    14.3 I
                 I     1.4 I     1.4 I     3.3 I     0.5 I     0.0 |     0.5 I     0.0 I     0.9 I     4.2 I     0.5 I     0.5 I
                -I---------I---------I---------I---------I---------|---------I---------I---------I---------I---------I---------I
             2.  I       3 I       2 I       8 I      12 I       0 |       0 I       0 I       0 I      12 I      12 I       1 I      25
                 I    12.0 I     8.0 I    32.0 I    48.0 I     0.0 |     0.0 I     0.0 I     0.0 I    48.0 I    48.0 I     4.0 I    11.7
                 I    13.0 I    20.0 I     8.1 I    15.6 I     0.0 |     0.0 I     0.0 I     0.0 I    11.3 I    16.0 I    14.3 I
                 I     1.4 I     0.9 I     3.8 I     5.6 I     0.0 |     0.0 I     0.0 I     0.0 I     5.6 I     5.6 I     0.5 I
                -I---------I---------I---------I---------I---------|---------I---------I---------I---------I---------I---------I
             3.  I       4 I       1 I      18 I      15 I       0 |       1 I       0 I       2 I      21 I      12 I       2 I      38
                 I    10.5 I     2.6 I    47.4 I    39.5 I     0.0 |     2.6 I     0.0 I     5.3 I    55.3 I    31.6 I     5.3 I    17.8
                 I    17.4 I    10.0 I    18.2 I    19.5 I     0.0 |    10.0 I     0.0 I    14.3 I    19.8 I    16.0 I    28.6 I
                 I     1.9 I     0.5 I     8.5 I     7.0 I     0.0 |     0.5 I     0.0 I     0.9 I     9.9 I     5.6 I     0.9 I
                -I---------I---------I---------I---------I---------|---------I---------I---------I---------I---------I---------I
             4.  I       4 I       2 I      37 I      22 I       1 |       4 I       0 I       4 I      33 I      24 I       1 I      66
                 I     6.1 I     3.0 I    56.1 I    33.3 I     1.5 |     6.1 I     0.0 I     6.1 I    50.0 I    36.4 I     1.5 I    31.0
                 I    17.4 I    20.0 I    37.4 I    28.6 I    25.0 |    40.0 I     0.0 I    28.6 I    31.1 I    32.0 I    14.3 I
                 I     1.9 I     0.9 I    17.4 I    10.3 I     0.5 |     1.9 I     0.0 I     1.9 I    15.5 I    11.3 I     0.5 I
                -I---------I---------I---------I---------I---------|---------I---------I---------I---------I---------I---------I
             5.  I       5 I       0 I      25 I      23 I       1 |       3 I       1 I       5 I      23 I      20 I       2 I      54
                 I     9.3 I     0.0 I    46.3 I    42.6 I     1.9 |     5.6 I     1.9 I     9.3 I    42.6 I    37.0 I     3.7 I    25.4
                 I    21.7 I     0.0 I    25.3 I    29.9 I    25.0 |    30.0 I   100.0 I    35.7 I    21.7 I    26.7 I    28.6 I
                 I     2.3 I     0.0 I    11.7 I    10.8 I     0.5 |     1.4 I     0.5 I     2.3 I    10.8 I     9.4 I     0.9 I
                -I---------I---------I---------I---------I---------|---------I---------I---------I---------I---------I---------I
         COLUMN         23        10        99        77         4 |      10         1        14       106        75         7       213
          TOTAL       10.8       4.7      46.5      36.2       1.9 |     4.7       0.5       6.6      49.8      35.2       3.3     100.0
```

NOTE 1: THE HORIZONTAL SCALE: "No Response (0), No Improvement (1), Little Improvement (2), Moderate Improvement (3), Great Improvement (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50B.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved (1)––Very Involved (5)" is the same for Tables 38A–C through 50A–C.

TABLE IV-39C

Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Making Curriculum Decisions to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Developing More Favorable Self-Concepts

HORIZONTAL: in order: Project Staff Questionnaire, question 29, perception of effectiveness, (no response, little – considerably, not applicable); Parent Committee Questionnaire, question 27, perception of effectiveness (no response, little – considerably, not applicable);

VERTICAL: degree of involvement in making curriculum decisions by parent committee members – see Project Director Guide, question 47

```
               STAFF29                                         | PC27
      COUNT  I                                                 |
    ROW PCT  I                                                 |                                                  ROW
    COL PCT  I                                                 |                                                  TOTAL
    TOT PCT  I      0.I      2.I      3.I      4.I      5.     |      0.I      2.I      3.I      4.I      5.I
PD47B -------I--------I--------I--------I--------I--------     |--------I--------I--------I--------I--------I
          0. I      4 I      0 I      3 I      8 I      1      |      1 I      0 I      7 I      8 I      0 I      16
             I   25.0 I    0.0 I   18.8 I   50.0 I    6.3      |    6.3 I    0.0 I   43.8 I   50.0 I    0.0 I     7.5
             I   17.4 I    0.0 I    4.2 I    7.2 I   25.0      |   11.1 I    0.0 I    8.6 I    7.0 I    0.0 I
             I    1.9 I    0.0 I    1.4 I    3.8 I    0.5      |    0.5 I    0.0 I    3.3 I    3.8 I    0.0 I
            -I--------I--------I--------I--------I--------     |--------I--------I--------I--------I--------I
          1. I      3 I      1 I      7 I      3 I      0      |      1 I      1 I      8 I      4 I      0 I      14
             I   21.4 I    7.1 I   50.0 I   21.4 I    0.0      |    7.1 I    7.1 I   57.1 I   28.6 I    0.0 I     6.6
             I   13.0 I   33.3 I    9.7 I    2.7 I    0.0      |   11.1 I   16.7 I    9.9 I    3.5 I    0.0 I
             I    1.4 I    0.5 I    3.3 I    1.4 I    0.0      |    0.5 I    0.5 I    3.8 I    1.9 I    0.0 I
            -I--------I--------I--------I--------I--------     |--------I--------I--------I--------I--------I
          2. I      3 I      0 I      5 I     16 I      1      |      0 I      1 I      9 I     15 I      0 I      25
             I   12.0 I    0.0 I   20.0 I   64.0 I    4.0      |    0.0 I    4.0 I   36.0 I   60.0 I    0.0 I    11.7
             I   13.0 I    0.0 I    6.9 I   14.4 I   25.0      |    0.0 I   16.7 I   11.1 I   13.0 I    0.0 I
             I    1.4 I    0.0 I    2.3 I    7.5 I    0.5      |    0.0 I    0.5 I    4.2 I    7.0 I    0.0 I
            -I--------I--------I--------I--------I--------     |--------I--------I--------I--------I--------I
          3. I      4 I      0 I     16 I     18 I      0      |      1 I      1 I     14 I     21 I      1 I      38
             I   10.5 I    0.0 I   42.1 I   47.4 I    0.0      |    2.6 I    2.6 I   36.8 I   55.3 I    2.6 I    17.8
             I   17.4 I    0.0 I   22.2 I   16.2 I    0.0      |   11.1 I   16.7 I   17.3 I   18.3 I   50.0 I
             I    1.9 I    0.0 I    7.5 I    8.5 I    0.0      |    0.5 I    0.5 I    6.6 I    9.9 I    0.5 I
            -I--------I--------I--------I--------I--------     |--------I--------I--------I--------I--------I
          4. I      4 I      2 I     25 I     35 I      0      |      4 I      1 I     26 I     34 I      1 I      66
             I    6.1 I    3.0 I   37.9 I   53.0 I    0.0      |    6.1 I    1.5 I   39.4 I   51.5 I    1.5 I    31.0
             I   17.4 I   66.7 I   34.7 I   31.5 I    0.0      |   44.4 I   16.7 I   32.1 I   29.6 I   50.0 I
             I    1.9 I    0.9 I   11.7 I   16.4 I    0.0      |    1.9 I    0.5 I   12.2 I   16.0 I    0.5 I
            -I--------I--------I--------I--------I--------     |--------I--------I--------I--------I--------I
          5. I      5 I      0 I     16 I     31 I      2      |      2 I      2 I     17 I     33 I      0 I      54
             I    9.3 I    0.0 I   29.6 I   57.4 I    3.7      |    3.7 I    3.7 I   31.5 I   61.1 I    0.0 I    25.4
             I   21.7 I    0.0 I   22.2 I   27.9 I   50.0      |   22.2 I   33.3 I   21.0 I   28.7 I    0.0 I
             I    2.3 I    0.0 I    7.5 I   14.6 I    0.9      |    0.9 I    0.9 I    8.0 I   15.5 I    0.0 I
            -I--------I--------I--------I--------I--------     |--------I--------I--------I--------I--------I
     COLUMN        23        3       72      111        4      |      9        6       81      115        2        213
      TOTAL      10.8      1.4     33.8     52.1      1.9      |    4.2      2.8     38.0     54.0      0.9      100.0
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A-146

NOTE 1: THE HORIZONTAL SCALE: "No Response (0), Negligible (1), Little (2), Moderately (3), Considerably (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50C.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved(1)––Very Involved (5) is the same for Tables 38A–C through 50A–C.

TABLE IV-40A

Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in the Selection of Project Pupils to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Overcoming Academic Difficulties

HORIZONTAL: in order: Project Staff Questionnaire, question 26, perception of effectiveness, (no response, somewhat effective – very effective, not applicable); Parent Committee Questionnaire, question 24, perception of effectiveness, (no response, somewhat effective – very effective, not applicable);

VERTICAL: degree of involvement in the selection of project pupils by parent committee members – see Project Director Guide, question 47

	COUNT / ROW PCT / COL PCT / TOT PCT	STAFF26					PC24					ROW TOTAL
PD47		0.	2.	3.	4.	5.	0.	2.	3.	4.	5.	
0.	COUNT	3	1	7	2	1	1	1	5	4	3	14
	ROW PCT	21.4	7.1	50.0	14.3	7.1	7.1	7.1	35.7	28.6	21.4	6.6
	COL PCT	13.0	6.7	7.1	3.3	5.9	11.1	5.9	5.0	5.3	25.0	
	TOT PCT	1.4	0.5	3.3	0.9	0.5	0.5	0.5	2.3	1.9	1.4	
1.	COUNT	1	0	18	5	2	0	4	11	11	0	26
	ROW PCT	3.8	0.0	69.2	19.2	7.7	0.0	15.4	42.3	42.3	0.0	12.2
	COL PCT	4.3	0.0	18.4	8.3	11.8	0.0	23.5	11.0	14.7	0.0	
	TOT PCT	0.5	0.0	8.5	2.3	0.9	0.0	1.9	5.2	5.2	0.0	
2.	COUNT	3	2	13	9	2	1	1	12	13	2	29
	ROW PCT	10.3	6.9	44.8	31.0	6.9	3.4	3.4	41.4	44.8	6.9	13.6
	COL PCT	13.0	13.3	13.3	15.0	11.8	11.1	5.9	12.0	17.3	16.7	
	TOT PCT	1.4	0.9	6.1	4.2	0.9	0.5	0.5	5.6	6.1	0.9	
3.	COUNT	3	2	9	12	2	1	3	15	9	0	28
	ROW PCT	10.7	7.1	32.1	42.9	7.1	3.6	10.7	53.6	32.1	0.0	13.1
	COL PCT	13.0	13.3	9.2	20.0	11.8	11.1	17.6	15.0	12.0	0.0	
	TOT PCT	1.4	0.9	4.2	5.6	0.9	0.5	1.4	7.0	4.2	0.0	
4.	COUNT	4	5	23	12	4	4	4	23	14	3	48
	ROW PCT	8.3	10.4	47.9	25.0	8.3	8.3	8.3	47.9	29.2	6.3	22.5
	COL PCT	17.4	33.3	23.5	20.0	23.5	44.4	23.5	23.0	18.7	25.0	
	TOT PCT	1.9	2.3	10.8	5.6	1.9	1.9	1.9	10.8	6.6	1.4	
5.	COUNT	9	5	28	20	6	2	4	34	24	4	68
	ROW PCT	13.2	7.4	41.2	29.4	8.8	2.9	5.9	50.0	35.3	5.9	31.9
	COL PCT	39.1	33.3	28.6	33.3	35.3	22.2	23.5	34.0	32.0	33.3	
	TOT PCT	4.2	2.3	13.1	9.4	2.8	0.9	1.9	16.0	11.3	1.9	
COLUMN TOTAL		23	15	98	60	17	9	17	100	75	12	213
		10.8	7.0	46.0	28.2	8.0	4.2	8.0	46.9	35.2	5.6	100.0

A-147

NOTE 1: THE HORIZONTAL SCALE: "No Response (0), Not Effective (1), Somewhat Effective (2), Moderately Effective (3), Very Effective (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50A.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved (1)——Very Involved (5)" is the same for Tables 38A–C through 50A–C.

TABLE IV-40B

Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in the Selection of Project Pupils to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Improving Attitudes Towards School

HORIZONTAL: in order: Project Staff Questionnaire, question 28, perception of effectiveness, (no response, little improvement – great improvement, not applicable); Parent Committee Questionnaire, question 26, perception of effectiveness (no response, little improvement – great improvement, not applicable);

VERTICAL: degree of involvement in the selection of project pupils by parent committee members – see Project Director Guide, question 47

PDG47	COUNT ROW PCT COL PCT TOT PCT	STAFF28 0.	2.	3.	4.	5.	PC26 0.	1.	2.	3.	4.	5.	ROW TOTAL
	0.	3 21.4 13.0 1.4	2 14.3 20.0 0.9	4 28.6 4.0 1.9	3 21.4 3.9 1.4	2 14.3 50.0 0.9	1 7.1 10.0 0.5	0 0.0 0.0 0.0	1 7.1 7.1 0.5	8 57.1 7.5 3.8	4 28.6 5.3 1.9	0 0.0 0.0 0.0	14 6.6
	1.	1 3.8 4.3 0.5	0 0.0 0.0 0.0	14 53.8 14.1 6.6	11 42.3 14.3 5.2	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 7.7 14.3 0.9	17 65.4 16.0 8.0	7 26.9 9.3 3.3	0 0.0 0.0 0.0	26 12.2
	2.	3 10.3 13.0 1.4	1 3.4 10.0 0.5	11 37.9 11.1 5.2	13 44.8 16.9 6.1	1 3.4 25.0 0.5	2 6.9 20.0 0.9	0 0.0 0.0 0.0	2 6.9 14.3 0.9	13 44.8 12.3 6.1	11 37.9 14.7 5.2	1 3.4 14.3 0.5	29 13.6
	3.	3 10.7 13.0 1.4	1 3.6 10.0 0.5	13 46.4 13.1 6.1	11 39.3 14.3 5.2	0 0.0 0.0 0.0	1 3.6 10.0 0.5	0 0.0 0.0 0.0	1 3.6 7.1 0.5	14 50.0 13.2 6.6	12 42.9 16.0 5.6	0 0.0 0.0 0.0	28 13.1
	4.	4 8.3 17.4 1.9	3 6.3 30.0 1.4	26 54.2 26.3 12.2	15 31.3 19.5 7.0	0 0.0 0.0 0.0	4 8.3 40.0 1.9	1 2.1 100.0 0.5	2 4.2 14.3 0.9	22 45.8 20.8 10.3	17 35.4 22.7 8.0	2 4.2 28.6 0.9	48 22.5
	5.	9 13.2 39.1 4.2	3 4.4 30.0 1.4	31 45.6 31.3 14.6	24 35.3 31.2 11.3	1 1.5 25.0 0.5	2 2.9 20.0 0.9	0 0.0 0.0 0.0	6 8.8 42.9 2.8	32 47.1 30.2 15.0	24 35.3 32.0 11.3	4 5.9 57.1 1.9	68 31.9
	COLUMN TOTAL	23 10.8	10 4.7	99 46.5	77 36.2	4 1.9	10 4.7	1 0.5	14 6.6	106 49.8	75 35.2	7 3.3	213 100.0

NOTE 1: THE HORIZONTAL SCALE: "No Response (0), No Improvement (1), Little Improvement (2), Moderate Improvement (3), Great Improvement (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50B.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved (1)––Very Involved (5)" is the same for Tables 38A–C through 50A–C.

TABLE IV-40C

Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in the Selection of Project Pupils to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Developing a More Favorable Self-Concept

HORIZONTAL: in order: Project Staff Questionnaire, question 29, perception of effectiveness, (no response, little – considerably, not applicable); Parent Committee Questionnaire, question 27, perception of effectiveness, (no response, little – considerably, not applicable);

VERTICAL: degree of involvement in the selection of project pupils by parent committee members – see Project Director Guide, question 47

COUNT ROW PCT COL PCT TOT PCT	STAFF29					PC27					ROW TOTAL
FD47	0.	2.	3.	4.	5.	0.	2.	3.	4.	5.	
0.	3 21.4 13.0 1.4	0 0.0 0.0 0.0	4 28.6 5.6 1.9	6 42.9 5.4 2.8	1 7.1 25.0 0.5	1 7.1 11.1 0.5	0 0.0 0.0 0.0	7 50.0 8.6 3.3	6 42.9 5.2 2.8	0 0.0 0.0 0.0	14 6.6
1.	1 3.8 4.3 0.5	0 0.0 0.0 0.0	10 38.5 13.9 4.7	15 57.7 13.5 7.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 3.8 16.7 0.5	13 50.0 16.0 6.1	12 46.2 10.4 5.6	0 0.0 0.0 0.0	26 12.2
2.	3 10.3 13.0 1.4	2 6.9 66.7 0.9	8 27.6 11.1 3.8	15 51.7 13.5 7.0	1 3.4 25.0 0.5	1 3.4 11.1 0.5	1 3.4 16.7 0.5	12 41.4 14.8 5.6	14 48.3 12.2 6.6	1 3.4 50.0 0.5	29 13.6
3.	3 10.7 13.0 1.4	0 0.0 0.0 0.0	9 32.1 12.5 4.2	16 57.1 14.4 7.5	0 0.0 0.0 0.0	1 3.6 11.1 0.5	0 0.0 0.0 0.0	10 35.7 12.3 4.7	17 60.7 14.8 8.0	0 0.0 0.0 0.0	28 13.1
4.	4 8.3 17.4 1.9	0 0.0 0.0 0.0	20 41.7 27.8 9.4	23 47.9 20.7 10.8	1 2.1 25.0 0.5	4 8.3 44.4 1.9	3 6.3 50.0 1.4	14 29.2 17.3 6.6	26 54.2 22.6 12.2	1 2.1 50.0 0.5	48 22.5
5.	9 13.2 39.1 4.2	1 1.5 33.3 0.5	21 30.9 29.2 9.9	36 52.9 32.4 16.9	1 1.5 25.0 0.5	2 2.9 22.2 0.9	1 1.5 16.7 0.5	25 36.8 30.9 11.7	40 58.8 34.8 18.8	0 0.0 0.0 0.0	68 31.9
COLUMN TOTAL	23 10.8	3 1.4	72 33.8	111 52.1	4 1.9	9 4.2	6 2.8	81 38.0	115 54.0	2 0.9	213 100.0

NOTE 1: THE HORIZONTAL SCALE: "No Response (0), Negligible (1), Little (2), Moderately (3), Considerably (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50C.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved(1)––Very Involved (5) is the same for Tables 38A–C through 50A–C.

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TABLE IV-41A

Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Public Relations to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Helping to Overcome Academic Difficulties

HORIZONTAL: in order: Project Staff Questionnaire, question 26 – perception of effectiveness, (no response, somewhat effective – very effective, not applicable); Parent Committee Questionnaire, question 24 – perception of effectiveness (no response, somewhat effective – very effective, not applicable);

VERTICAL: degree of involvement in public relations by parent committee members – see Project Director Guide, question 47

```
                    STAFF26                                                   |PC24
          COUNT  I                                                            |
        ROW PCT  I                                                            |                                                    ROW
        COL PCT  I                                                            |                                                   TOTAL
        TOT PCT  I       0.I       2.I       3.I       4.I       5.|       0.I       2.I       3.I       4.I       5.I
PD47D   --------I---------I---------I---------I---------I---------|---------I---------I---------I---------I---------I
            0.  I        2 I        1 I        6 I        0 I        1 |        1 I        1 I        2 I        4 I        2 I      10
                I     20.0 I     10.0 I     60.0 I      0.0 I     10.0 |     10.0 I     10.0 I     20.0 I     40.0 I     20.0 I     4.7
                I      8.7 I      6.7 I      6.1 I      0.0 I      5.9 |     11.1 I      5.9 I      2.0 I      5.3 I     16.7 I
                I      0.9 I      0.5 I      2.8 I      0.0 I      0.5 |      0.5 I      0.5 I      0.9 I      1.9 I      0.9 I
               -I---------I---------I---------I---------I---------|---------I---------I---------I---------I---------I
            1.  I        2 I        1 I        4 I        3 I        2 |        0 I        3 I        2 I        6 I        1 I      12
                I     16.7 I      8.3 I     33.3 I     25.0 I     16.7 |      0.0 I     25.0 I     16.7 I     50.0 I      8.3 I     5.6
                I      8.7 I      6.7 I      4.1 I      5.0 I     11.8 |      0.0 I     17.6 I      2.0 I      8.0 I      8.3 I
                I      0.9 I      0.5 I      1.9 I      1.4 I      0.9 |      0.0 I      1.4 I      0.9 I      2.8 I      0.5 I
               -I---------I---------I---------I---------I---------|---------I---------I---------I---------I---------I
            2.  I        2 I        1 I        7 I        5 I        5 |        1 I        0 I       13 I        4 I        2 I      20
                I     10.0 I      5.0 I     35.0 I     25.0 I     25.0 |      5.0 I      0.0 I     65.0 I     20.0 I     10.0 I     9.4
                I      8.7 I      6.7 I      7.1 I      8.3 I     29.4 |     11.1 I      0.0 I     13.0 I      5.3 I     16.7 I
                I      0.9 I      0.5 I      3.3 I      2.3 I      2.3 |      0.5 I      0.0 I      6.1 I      1.9 I      0.9 I
               -I---------I---------I---------I---------I---------|---------I---------I---------I---------I---------I
            3.  I        5 I        3 I       27 I       19 I        4 |        2 I        5 I       32 I       17 I        2 I      58
                I      8.6 I      5.2 I     46.6 I     32.8 I      6.9 |      3.4 I      8.6 I     55.2 I     29.3 I      3.4 I    27.2
                I     21.7 I     20.0 I     27.6 I     31.7 I     23.5 |     22.2 I     29.4 I     32.0 I     22.7 I     16.7 I
                I      2.3 I      1.4 I     12.7 I      8.9 I      1.9 |      0.9 I      2.3 I     15.0 I      8.0 I      0.9 I
               -I---------I---------I---------I---------I---------|---------I---------I---------I---------I---------I
            4.  I        7 I        5 I       33 I       18 I        3 |        4 I        5 I       25 I       28 I        4 I      66
                I     10.6 I      7.6 I     50.0 I     27.3 I      4.5 |      6.1 I      7.6 I     37.9 I     42.4 I      6.1 I    31.0
                I     30.4 I     33.3 I     33.7 I     30.0 I     17.6 |     44.4 I     29.4 I     25.0 I     37.3 I     33.3 I
                I      3.3 I      2.3 I     15.5 I      8.5 I      1.4 |      1.9 I      2.3 I     11.7 I     13.1 I      1.9 I
               -I---------I---------I---------I---------I---------|---------I---------I---------I---------I---------I
            5.  I        5 I        4 I       21 I       15 I        2 |        1 I        3 I       26 I       16 I        1 I      47
                I     10.6 I      8.5 I     44.7 I     31.9 I      4.3 |      2.1 I      6.4 I     55.3 I     34.0 I      2.1 I    22.1
                I     21.7 I     26.7 I     21.4 I     25.0 I     11.8 |     11.1 I     17.6 I     26.0 I     21.3 I      8.3 I
                I      2.3 I      1.9 I      9.9 I      7.0 I      0.9 |      0.5 I      1.4 I     12.2 I      7.5 I      0.5 I
               -I---------I---------I---------I---------I---------|---------I---------I---------I---------I---------I
          COLUMN        23         15         98         60         17 |        9         17        100         75         12       213
           TOTAL      10.8        7.0       46.0       28.2        8.0 |      4.2        8.0       46.9       35.2        5.6     100.0
```

NOTE 1: THE HORIZONTAL SCALE: "No Response (0), Not Effective (1), Somewhat Effective (2), Moderately Effective (3), Very Effective (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50A.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved (1)––Very Involved (5)" is the same for Tables 38A–C through 50A–C.

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TABLE IV-41B

Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Public Relations to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Improving Attitudes Towards School

HORIZONTAL: in order: Project Staff Questionnaire, question 28 – perception of effectiveness, (no response, little improvement – great improvement, not applicable); Parent Committee Questionnaire, question 26 – perception of effectiveness (no response, little improvement - great improvement, not applicable);

VERTICAL: degree of involvement in public relations by parent committee members – see Project Director Guide, question 47

PD47D	COUNT ROW PCT COL PCT TOT PCT	STAFF28					PC26						ROW TOTAL
		0.	2.	3.	4.	5.	0.	1.	2.	3.	4.	5.	
	0.	2 20.0 8.7 0.9	2 20.0 20.0 0.9	2 20.0 2.0 0.9	2 20.0 2.6 0.9	2 20.0 50.0 0.9	1 10.0 10.0 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 60.0 5.7 2.8	3 30.0 4.0 1.4	0 0.0 0.0 0.0	10 4.7
	1.	2 16.7 8.7 0.9	1 8.3 10.0 0.5	6 50.0 6.1 2.8	3 25.0 3.9 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 33.3 28.6 1.9	6 50.0 5.7 2.8	2 16.7 2.7 0.9	0 0.0 0.0 0.0	12 5.6
	2.	2 10.0 8.7 0.9	3 15.0 30.0 1.4	12 60.0 12.1 5.6	3 15.0 3.9 1.4	0 0.0 0.0 0.0	1 5.0 10.0 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	13 65.0 12.3 6.1	6 30.0 8.0 2.8	0 0.0 0.0 0.0	20 9.4
	3.	5 8.6 21.7 2.3	1 1.7 10.0 0.5	26 44.8 26.3 12.2	25 43.1 32.5 11.7	1 1.7 25.0 0.5	2 3.4 20.0 0.9	1 1.7 100.0 0.5	4 6.9 28.6 1.9	30 51.7 28.3 14.1	17 29.3 22.7 8.0	4 6.9 57.1 1.9	58 27.2
	4.	7 10.6 30.4 3.3	1 1.5 10.0 0.5	34 51.5 34.3 16.0	23 34.8 29.9 10.8	1 1.5 25.0 0.5	5 7.6 50.0 2.3	0 0.0 0.0 0.0	2 3.0 14.3 0.9	31 47.0 29.2 14.6	27 40.9 36.0 12.7	1 1.5 14.3 0.5	66 31.0
	5.	5 10.6 21.7 2.3	2 4.3 20.0 0.9	19 40.4 19.2 8.9	21 44.7 27.3 9.9	0 0.0 0.0 0.0	1 2.1 10.0 0.5	0 0.0 0.0 0.0	4 8.5 28.6 1.9	20 42.6 18.9 9.4	20 42.6 26.7 9.4	2 4.3 28.6 0.9	47 22.1
	COLUMN TOTAL	23 10.8	10 4.7	99 46.5	77 36.2	4 1.9	10 4.7	1 0.5	14 6.6	106 49.8	75 35.2	7 3.3	213 100.0

NOTE 1: THE HORIZONTAL SCALE: "No Response (0), No Improvement (1), Little Improvement (2), Moderate Improvement (3), Great Improvement (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50B.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved (1)——Very Involved (5)" is the same for Tables 38A–C through 50A–C.

TABLE IV-41C

Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Public Relations to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Developing a More Favorable Self-Concept

HORIZONTAL: in order: Project Staff Questionnaire, question 29 – perception of effectiveness, (no response, little – considerably, not applicable); Parent Committee Questionnaire, question 27 – perception of effectiveness (no response, little – considerably, not applicable);

VERTICAL: degree of involvement in public relations by parent committee members – see Project Director Guide, question 47

```
                    STAFF29                                                      |PC27
          COUNT   I
        ROW PCT   I                                                                                                                  ROW
        COL PCT   I                                                                                                                 TOTAL
        TOT PCT   I       0.|       2.|       3.|       4.|       5.|       0.|       2.|       3.|       4.|       5.|
PD47D   --------  I---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
             0.   I       2 I       0 I       3 I       4 I       1 I       1 I       0 I       5 I       4 I       0 I         10
                  I    20.0 I     0.0 I    30.0 I    40.0 I    10.0 I    10.0 I     0.0 I    50.0 I    40.0 I     0.0 I        4.7
                  I     8.7 I     0.0 I     4.2 I     3.6 I    25.0 I    11.1 I     0.0 I     6.2 I     3.5 I     0.0 I
                  I     0.9 I     0.0 I     1.4 I     1.9 I     0.5 I     0.5 I     0.0 I     2.3 I     1.9 I     0.0 I
                 -I---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
             1.   I       2 I       0 I       8 I       2 I       0 I       0 I       1 I       4 I       6 I       1 I         12
                  I    16.7 I     0.0 I    66.7 I    16.7 I     0.0 I     0.0 I     8.3 I    33.3 I    50.0 I     8.3 I        5.6
                  I     8.7 I     0.0 I    11.1 I     1.8 I     0.0 I     0.0 I    16.7 I     4.9 I     5.2 I    50.0 I
                  I     0.9 I     0.0 I     3.8 I     0.9 I     0.0 I     0.0 I     0.5 I     1.9 I     2.8 I     0.5 I
                 -I---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
             2.   I       2 I       0 I       8 I      10 I       0 I       1 I       0 I      10 I       9 I       0 I         20
                  I    10.0 I     0.0 I    40.0 I    50.0 I     0.0 I     5.0 I     0.0 I    50.0 I    45.0 I     0.0 I        9.4
                  I     8.7 I     0.0 I    11.1 I     9.0 I     0.0 I    11.1 I     0.0 I    12.3 I     7.8 I     0.0 I
                  I     0.9 I     0.0 I     3.8 I     4.7 I     0.0 I     0.5 I     0.0 I     4.7 I     4.2 I     0.0 I
                 -I---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
             3.   I       5 I       1 I      22 I      30 I       0 I       2 I       2 I      25 I      28 I       1 I         58
                  I     8.6 I     1.7 I    37.9 I    51.7 I     0.0 I     3.4 I     3.4 I    43.1 I    48.3 I     1.7 I       27.2
                  I    21.7 I    33.3 I    30.6 I    27.0 I     0.0 I    22.2 I    33.3 I    30.9 I    24.3 I    50.0 I
                  I     2.3 I     0.5 I    10.3 I    14.1 I     0.0 I     0.9 I     0.9 I    11.7 I    13.1 I     0.5 I
                 -I---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
             4.   I       7 I       1 I      19 I      37 I       2 I       4 I       3 I      23 I      36 I       0 I         66
                  I    10.6 I     1.5 I    28.8 I    56.1 I     3.0 I     6.1 I     4.5 I    34.8 I    54.5 I     0.0 I       31.0
                  I    30.4 I    33.3 I    26.4 I    33.3 I    50.0 I    44.4 I    50.0 I    28.4 I    31.3 I     0.0 I
                  I     3.3 I     0.5 I     8.9 I    17.4 I     0.9 I     1.9 I     1.4 I    10.8 I    16.9 I     0.0 I
                 -I---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
             5.   I       5 I       1 I      12 I      28 I       1 I       1 I       0 I      14 I      32 I       0 I         47
                  I    10.6 I     2.1 I    25.5 I    59.6 I     2.1 I     2.1 I     0.0 I    29.8 I    68.1 I     0.0 I       22.1
                  I    21.7 I    33.3 I    16.7 I    25.2 I    25.0 I    11.1 I     0.0 I    17.3 I    27.8 I     0.0 I
                  I     2.3 I     0.5 I     5.6 I    13.1 I     0.5 I     0.5 I     0.0 I     6.6 I    15.0 I     0.0 I
                 -I---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
         COLUMN          23         3        72       111         4         9         6        81       115         2          213
          TOTAL        10.8       1.4      33.8      52.1       1.9       4.2       2.8      38.0      54.0       0.9        100.0
```

NOTE 1: THE HORIZONTAL SCALE: "No Response (0), Negligible (1), Little (2), Moderately (3), Considerably (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50C.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved(1)––Very Involved (5) is the same for Tables 38A–C through 50A–C.

TABLE IV-42A

Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Proposal Development to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Helping to Overcome Academic Deficiencies

HORIZONTAL: in order: Project Staff Questionnaire, question 26 – perception of effectiveness, (no response, somewhat effective – very effective, not applicable); Parent Committee Questionnaire, question 24 – perception of effectiveness (no response, somewhat effective – very effective, not applicable);

VERTICAL: degree of involvement in proposal development by parent committee members – see Project Director Guide, question 47

PD47	COUNT ROW PCT COL PCT TOT PCT	STAFF26 0.	2.	3.	4.	5.	PC24 0.	2.	3.	4.	5.	ROW TOTAL
	0.	2 22.2 8.7 0.9	1 11.1 6.7 0.5	6 66.7 6.1 2.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 11.1 11.1 0.5	0 0.0 0.0 0.0	2 22.2 2.0 0.9	4 44.4 5.3 1.9	2 22.2 16.7 0.9	9 4.2
	2.	1 12.5 4.3 0.5	0 0.0 0.0 0.0	5 62.5 5.1 2.3	1 12.5 1.7 0.5	1 12.5 5.9 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 25.0 2.0 0.9	6 75.0 8.0 2.8	0 0.0 0.0 0.0	8 3.8
	3.	4 12.9 17.4 1.9	1 3.2 6.7 0.5	14 45.2 14.3 6.6	8 25.8 13.3 3.8	4 12.9 23.5 1.9	1 3.2 11.1 0.5	3 9.7 17.6 1.4	19 61.3 19.0 8.9	5 16.1 6.7 2.3	3 9.7 25.0 1.4	31 14.6
	4.	6 9.1 26.1 2.8	6 9.1 40.0 2.8	27 40.9 27.6 12.7	24 36.4 40.0 11.3	3 4.5 17.6 1.4	4 6.1 44.4 1.9	8 12.1 47.1 3.8	27 40.9 27.0 12.7	21 31.8 28.0 9.9	6 9.1 50.0 2.8	66 31.0
	5.	10 10.1 43.5 4.7	7 7.1 46.7 3.3	46 46.5 46.9 21.6	27 27.3 45.0 12.7	9 9.1 52.9 4.2	3 3.0 33.3 1.4	6 6.1 35.3 2.8	50 50.5 50.0 23.5	39 39.4 52.0 18.3	1 1.0 8.3 0.5	99 46.5
	COLUMN TOTAL	23 10.8	15 7.0	98 46.0	60 28.2	17 8.0	9 4.2	17 8.0	100 46.9	75 35.2	12 5.6	213 100.0

NOTE 1: THE HORIZONTAL SCALE: "No Response (0), Not Effective (1), Somewhat Effective (2), Moderately Effective (3), Very Effective (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50A.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved (1)––Very Involved (5)" is the same for Tables 38A–C through 50A–C.

TABLE IV-42B

Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Proposal Development to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Improving Attitudes Towards School

HORIZONTAL: in order: Project Staff Questionnaire, question 28 — perception of effectiveness, (no response, little improvement — great improvement, not applicable); Parent Committee Questionnaire, question 26 — perception of effectiveness (no response, little improvement — great improvement, not applicable);

VERTICAL: degree of involvement in proposal development by parent committee members — see Project Director Guide, question 47

PD47	STAFF28					PC26						
COUNT ROW PCT COL PCT TOT PCT	0.	2.	3.	4.	5.	0.	1.	2.	3.	4.	5.	ROW TOTAL
0.	3 20.0 13.0 1.4	2 13.3 20.0 0.9	5 33.3 5.1 2.3	3 20.0 3.9 1.4	2 13.3 50.0 0.9	1 6.7 10.0 0.5	0 0.0 0.0 0.0	1 6.7 7.1 0.5	9 60.0 8.5 4.2	4 26.7 5.3 1.9	0 0.0 0.0 0.0	15 7.0
1.	2 5.6 8.7 0.9	3 8.3 30.0 1.4	18 50.0 18.2 8.5	13 36.1 16.9 6.1	0 0.0 0.0 0.0	1 2.8 10.0 0.5	0 0.0 0.0 0.0	4 11.1 28.6 1.9	21 58.3 19.8 9.9	9 25.0 12.0 4.2	1 2.8 14.3 0.5	36 16.9
2.	6 11.1 26.1 2.8	2 3.7 20.0 0.9	25 46.3 25.3 11.7	21 38.9 27.3 9.9	0 0.0 0.0 0.0	2 3.7 20.0 0.9	0 0.0 0.0 0.0	3 5.6 21.4 1.4	25 46.3 23.6 11.7	22 40.7 29.3 10.3	2 3.7 28.6 0.9	54 25.4
3.	5 8.6 21.7 2.3	2 3.4 20.0 0.9	31 53.4 31.3 14.6	19 32.8 24.7 8.9	1 1.7 25.0 0.5	4 6.9 40.0 1.9	0 0.0 0.0 0.0	4 6.9 28.6 1.9	28 48.3 26.4 13.1	19 32.8 25.3 8.9	3 5.2 42.9 1.4	58 27.2
4.	3 10.3 13.0 1.4	0 0.0 0.0 0.0	13 44.8 13.1 6.1	12 41.4 15.6 5.6	1 3.4 25.0 0.5	2 6.9 20.0 0.9	1 3.4 100.0 0.5	1 3.4 7.1 0.5	13 44.8 12.3 6.1	12 41.4 16.0 5.6	0 0.0 0.0 0.0	29 13.6
5.	4 19.0 17.4 1.9	1 4.8 10.0 0.5	7 33.3 7.1 3.3	9 42.9 11.7 4.2	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 4.8 7.1 0.5	10 47.6 9.4 4.7	9 42.9 12.0 4.2	1 4.8 14.3 0.5	21 9.9
COLUMN TOTAL	23 10.8	10 4.7	99 46.5	77 36.2	4 1.9	10 4.7	1 0.5	14 6.6	106 49.8	75 35.2	7 3.3	213 100.0

A-154

NOTE 1: THE HORIZONTAL SCALE: "No Response (0), No Improvement (1), Little Improvement (2), Moderate Improvement (3), Great Improvement (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50B.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved (1)— Very Involved (5)" is the same for Tables 38A–C through 50A–C.

TABLE IV-42C
Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Proposal Development to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Developing a More Favorable Self-Concept

HORIZONTAL: in order: Project Staff Questionnaire, question 29 – perception of effectiveness, (no response, little – considerably, not applicable); Parent Committee Questionnaire, question 27 – perception of effectiveness (no response, little – considerably, not applicable);

VERTICAL: degree of involvement in proposal development by parent committee members – see Project Director Guide, question 47

PD47E	COUNT ROW PCT COL PCT TOT PCT	STAFF29 0.	2.	3.	4.	5.	PC27 0.	2.	3.	4.	5.	ROW TOTAL
	0.	2 22.2 8.7 0.9	0 0.0 0.0 0.0	3 33.3 4.2 1.4	3 33.3 2.7 1.4	1 11.1 25.0 0.5	1 11.1 11.1 0.5	0 0.0 0.0 0.0	5 55.6 6.2 2.3	3 33.3 2.6 1.4	0 0.0 0.0 0.0	9 4.2
	2.	1 12.5 4.3 0.5	0 0.0 0.0 0.0	4 50.0 5.6 1.9	3 37.5 2.7 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 50.0 4.9 1.9	3 37.5 2.6 1.4	1 12.5 50.0 0.5	8 3.8
	3.	4 12.9 17.4 1.9	0 0.0 0.0 0.0	9 29.0 12.5 4.2	18 58.1 16.2 8.5	0 0.0 0.0 0.0	1 3.2 11.1 0.5	1 3.2 16.7 0.5	11 35.5 13.6 5.2	18 58.1 15.7 8.5	0 0.0 0.0 0.0	31 14.6
	4.	6 9.1 26.1 2.8	1 1.5 33.3 0.5	23 34.8 31.9 10.8	35 53.0 31.5 16.4	1 1.5 25.0 0.5	4 6.1 44.4 1.9	2 3.0 33.3 0.9	28 42.4 34.6 13.1	31 47.0 27.0 14.6	1 1.5 50.0 0.5	66 31.0
	5.	10 10.1 43.5 4.7	2 2.0 66.7 0.9	33 33.3 45.8 15.5	52 52.5 46.8 24.4	2 2.0 50.0 0.9	3 3.0 33.3 1.4	3 3.0 50.0 1.4	33 33.3 40.7 15.5	60 60.6 52.2 28.2	0 0.0 0.0 0.0	99 46.5
	COLUMN TOTAL	23 10.8	3 1.4	72 33.8	111 52.1	4 1.9	9 4.2	6 2.8	81 38.0	115 54.0	2 0.9	213 100.0

A-155

NOTE 1: THE HORIZONTAL SCALE: "No Response (0), Negligible (1), Little (2), Moderately (3), Considerably (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50C.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved(1)——Very Involved (5) is the same for Tables 38A–C through 50A–C.

TABLE IV-43A

Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Budget Review to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Helping to Overcome Academic Deficiencies

HORIZONTAL: in order: Project Staff Questionnaire, question 26 – perception of effectiveness (no response, somewhat effective – very effective, not applicable); Parent Committee Questionnaire, question 24 – perception of effectiveness (no response, somewhat effective – very effective, not applicable);

VERTICAL: degree of involvement in budget review by parent committee members – see Project Director Guide, question 47

	COUNT ROW PCT COL PCT TOT PCT	STAFF26					PC24					ROW TOTAL
PD47		0.	2.	3.	4.	5.	0.	2.	3.	4.	5.	
0.		2 22.2 8.7 0.9	1 11.1 6.7 0.5	6 66.7 6.1 2.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 11.1 11.1 0.5	0 0.0 0.0 0.0	2 22.2 2.0 0.9	4 44.4 5.3 1.9	2 22.2 16.7 0.9	9 4.2
2.		2 28.6 8.7 0.9	0 0.0 0.0 0.0	3 42.9 3.1 1.4	2 28.6 3.3 0.9	0 0.0 0.0 0.0	1 14.3 11.1 0.5	1 14.3 5.9 0.5	3 42.9 3.0 1.4	2 28.6 2.7 0.9	0 0.0 0.0 0.0	7 3.3
3.		2 11.1 8.7 0.9	1 5.6 6.7 0.5	8 44.4 8.2 3.8	6 33.3 10.0 2.8	1 5.6 5.9 0.5	0 0.0 0.0 0.0	3 16.7 17.6 1.4	10 55.6 10.0 4.7	4 22.2 5.3 1.9	1 5.6 6.3 0.5	18 8.5
4.		5 7.8 21.7 2.3	4 6.3 26.7 1.9	28 43.8 28.6 13.1	21 32.8 35.0 9.9	6 9.4 35.3 2.8	3 4.7 33.3 1.4	6 9.4 35.3 2.8	29 45.3 29.0 13.6	19 29.7 25.3 8.9	7 10.9 58.3 3.3	64 30.0
5.		12 10.4 52.2 5.6	9 7.8 60.0 4.2	53 46.1 54.1 24.9	31 27.0 51.7 14.6	10 8.7 58.8 4.7	4 3.5 44.4 1.9	7 6.1 41.2 3.3	56 48.7 56.0 26.3	46 40.0 61.3 21.6	2 1.7 16.7 0.9	115 54.0
COLUMN TOTAL		23 10.8	15 7.0	98 46.0	60 28.2	17 8.0	9 4.2	17 8.0	100 46.9	75 35.2	12 5.6	213 100.0

NOTE 1: THE HORIZONTAL SCALE: "No Response (0), Not Effective (1), Somewhat Effective (2), Moderately Effective (3), Very Effective (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50A.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved (1)––Very Involved (5)" is the same for Tables 38A–C through 50A–C.

TABLE IV-43B
Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Budget Review to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Improving Attitudes Toward School

HORIZONTAL: in order: Project Staff Questionnaire, question 28 – perception of effectiveness, (no response, little improvement – great improvement, not applicable); Parent Committee Questionnaire, question 26 – perception of effectiveness (no response, little improvement – great improvement, not applicable);
VERTICAL: degree of involvement in budget review by parent committee members – see Project Director Guide, question 47

COUNT ROW PCT COL PCT TOT PCT	STAFF28					PC26						ROW TOTAL
PD47	0.	2.	3.	4.	5.	0.	1.	2.	3.	4.	5.	
0.	2 22.2 8.7 0.9	2 22.2 20.0 0.9	2 22.2 2.0 0.9	1 11.1 1.3 0.5	2 22.2 50.0 0.9	1 11.1 10.0 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 55.6 4.7 2.3	3 33.3 4.0 1.4	0 0.0 0.0 0.0	9 4.2
2.	2 28.6 8.7 0.9	0 0.0 0.0 0.0	2 28.6 2.0 0.9	2 28.6 2.6 0.9	1 14.3 25.0 0.5	1 14.3 10.0 0.5	0 0.0 0.0 0.0	1 14.3 7.1 0.5	5 71.4 4.7 2.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 3.3
3.	2 11.1 8.7 0.9	0 0.0 0.0 0.0	10 55.6 10.1 4.7	6 33.3 7.8 2.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 11.1 14.3 0.9	10 55.6 9.4 4.7	4 22.2 5.3 1.9	2 11.1 28.6 0.9	18 8.5
4.	5 7.8 21.7 2.3	5 7.8 50.0 2.3	28 43.8 28.3 13.1	25 39.1 32.5 11.7	1 1.6 25.0 0.5	3 4.7 30.0 1.4	0 0.0 0.0 0.0	5 7.8 35.7 2.3	29 45.3 27.4 13.6	23 35.9 30.7 10.8	4 6.3 57.1 1.9	64 30.0
5.	12 10.4 52.2 5.6	3 2.6 30.0 1.4	57 49.6 57.6 26.8	43 37.4 55.8 20.2	0 0.0 0.0 0.0	5 4.3 50.0 2.3	1 0.9 100.0 0.5	6 5.2 42.9 2.8	57 49.6 53.8 26.8	45 39.1 60.0 21.1	1 0.9 14.3 0.5	115 54.0
COLUMN TOTAL	23 10.8	10 4.7	99 46.5	77 36.2	4 1.9	10 4.7	1 0.5	14 6.6	106 49.8	75 35.2	7 3.3	213 100.0

NOTE 1: THE HORIZONTAL SCALE: "No Response (0), No Improvement (1), Little Improvement (2), Moderate Improvement (3), Great Improvement (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50B.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved (1)——Very Involved (5)" is the same for Tables 38A–C through 50A–C.

TABLE IV-43C

Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Budget Review to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Developing a More Favorable Self-Concept

HORIZONTAL: in order: Project Staff Questionnaire, question 29 – perception of effectiveness, (no response, little – considerably, not applicable); Parent Committee Questionnaire, question 27 – perception of effectiveness (no response, little – considerably, not applicable);

VERTICAL: degree of involvement in budget review by parent committee members – see Project Director Guide, question 47

PD47F	STAFF29					PC27					ROW TOTAL
COUNT ROW PCT COL PCT TOT PCT	0.	2.	3.	4.	5.	0.	2.	3.	4.	5.	
0.	2 22.2 8.7 0.9	0 0.0 0.0 0.0	3 33.3 4.2 1.4	3 33.3 2.7 1.4	1 11.1 25.0 0.5	1 11.1 11.1 0.5	0 0.0 0.0 0.0	5 55.6 6.2 2.3	3 33.3 2.6 1.4	0 0.0 0.0 0.0	9 4.2
2.	2 28.6 8.7 0.9	0 0.0 0.0 0.0	1 14.3 1.4 0.5	3 42.9 2.7 1.4	1 14.3 25.0 0.5	1 14.3 11.1 0.5	1 14.3 16.7 0.5	3 42.9 3.7 1.4	2 28.6 1.7 0.9	0 0.0 0.0 0.0	7 3.3
3.	2 11.1 8.7 0.9	0 0.0 0.0 0.0	5 27.8 6.9 2.3	11 61.1 9.9 5.2	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 5.6 16.7 0.5	5 27.8 6.2 2.3	12 66.7 10.4 5.6	0 0.0 0.0 0.0	18 8.5
4.	5 7.8 21.7 2.3	1 1.6 33.3 0.5	24 37.5 33.3 11.3	34 53.1 30.6 16.0	0 0.0 0.0 0.0	3 4.7 33.3 1.4	2 3.1 33.3 0.9	28 43.8 34.6 13.1	29 45.3 25.2 13.6	2 3.1 100.0 0.9	64 30.0
5.	12 10.4 52.2 5.6	2 1.7 66.7 0.9	39 33.9 54.2 18.3	60 52.2 54.1 28.2	2 1.7 50.0 0.9	4 3.5 44.4 1.9	2 1.7 33.3 0.9	[illegible] [illegible] [illegible] 18.8	69 60.0 60.0 32.4	0 0.0 0.0 0.0	115 54.0
COLUMN TOTAL	23 10.8	3 1.4	72 33.8	111 52.1	4 1.9	9 4.2	6 2.8	81 38.0	115 54.0	2 0.9	213 100.0

NOTE 1: THE HORIZONTAL SCALE: "No Response (0), Negligible (1), Little (2), Moderately (3), Considerably (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50C.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved(1)––Very Involved (5) is the same for Tables 38A–C through 50A–C.

TABLE IV-44A

Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Assisting in Instruction to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Helping to Overcome Academic Deficiencies

HORIZONTAL: in order: Project Staff Questionnaire, question 26 – perception of effectiveness, (no response, somewhat effective – very effective, not applicable); Parent Committee Questionnaire, question 24 – perception of effectiveness (no response, somewhat effective – very effective, not applicable);

VERTICAL: degree of involvement in assisting in instruction by parent committee members – see Project Director Guide, question 47

PD47G	COUNT ROW PCT COL PCT TOT PCT	STAFF26 0.	2.	3.	4.	5.	PC24 0.	2.	3.	4.	5.	ROW TOTAL
0.		3 20.0 13.0 1.4	1 6.7 6.7 0.5	8 53.3 8.2 3.8	2 13.3 3.3 0.9	1 6.7 5.9 0.5	1 6.7 11.1 0.5	2 13.3 11.8 0.9	4 26.7 4.0 1.9	6 40.0 8.0 2.8	2 13.3 16.7 0.9	15 7.0
1.		2 5.6 8.7 0.9	3 8.3 20.0 1.4	16 44.4 16.3 7.5	12 33.3 20.0 5.6	3 8.3 17.6 1.4	0 0.0 0.0 0.0	4 11.1 23.5 1.9	19 52.8 19.0 8.9	13 36.1 17.3 6.1	0 0.0 0.0 0.0	36 16.9
2.		6 11.1 26.1 2.8	3 5.6 20.0 1.4	19 35.2 19.4 8.9	22 40.7 36.7 10.3	4 7.4 23.5 1.9	2 3.7 22.2 0.9	4 7.4 23.5 1.9	31 57.4 31.0 14.6	16 29.6 21.3 7.5	1 1.9 8.3 0.5	54 25.4
3.		5 8.6 21.7 2.3	4 6.9 26.7 1.9	34 58.6 34.7 16.0	13 22.4 21.7 6.1	2 3.4 11.8 0.9	4 6.9 44.4 1.9	6 10.3 35.3 2.8	23 39.7 23.0 10.8	21 36.2 28.0 9.9	4 6.9 33.3 1.9	58 27.2
4.		3 10.3 13.0 1.4	2 6.9 13.3 0.9	14 48.3 14.3 6.6	7 24.1 11.7 3.3	3 10.3 17.6 1.4	2 6.9 22.2 0.9	1 3.4 5.9 0.5	12 41.4 12.0 5.6	11 37.9 14.7 5.2	3 10.3 25.0 1.4	29 13.6
5.		4 19.0 17.4 1.9	2 9.5 13.3 0.9	7 33.3 7.1 3.3	4 19.0 6.7 1.9	4 19.0 23.5 1.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	11 52.4 11.0 5.2	8 38.1 10.7 3.8	2 9.5 16.7 0.9	21 9.9
	COLUMN TOTAL	23 10.8	15 7.0	98 46.0	60 28.2	17 8.0	9 4.2	17 8.0	100 46.9	75 35.2	12 5.6	213 100.0

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NOTE 1: THE HORIZONTAL SCALE: "No Response (0), Not Effective (1), Somewhat Effective (2), Moderately Effective (3), Very Effective (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50A.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved (1)––Very Involved (5)" is the same for Tables 38A–C through 50A–C.

TABLE IV-44B

Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Assisting in Instruction to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Improving Attitudes Toward School

HORIZONTAL: in order: Project Staff Questionnaire, question 28 – perception of effectiveness, (no response, little improvement – great improvement, not applicable); Parent Committee Questionnaire, question 26 – perception of effectiveness (no response, little improvement – great improvement, not applicable);

VERTICAL: degree of involvement in assisting in instruction by parent committee members – see Project Director Guide, question 47

PD47G	COUNT ROW PCT COL PCT TOT PCT	STAFF28 0.	2.	3.	4.	5.	PC26 0.	1.	2.	3.	4.	5.	ROW TOTAL
0.		3 20.0 13.0 1.4	2 13.3 20.0 0.9	5 33.3 5.1 2.3	3 20.0 3.9 1.4	2 13.3 50.0 0.9	1 6.7 10.0 0.5	0 0.0 0.0 0.0	1 6.7 7.1 0.5	9 60.0 8.5 4.2	4 26.7 5.3 1.9	0 0.0 0.0 0.0	15 7.0
1.		2 5.6 8.7 0.9	3 8.3 30.0 1.4	18 50.0 18.2 8.5	13 36.1 16.9 6.1	0 0.0 0.0 0.0	1 2.8 10.0 0.5	0 0.0 0.0 0.0	4 11.1 28.6 1.9	21 58.3 19.8 9.9	9 25.0 12.0 4.2	1 2.8 14.3 0.5	36 16.9
2.		6 11.1 26.1 2.8	2 3.7 20.0 0.9	25 46.3 25.3 11.7	21 38.9 27.3 9.9	0 0.0 0.0 0.0	2 3.7 20.0 0.9	0 0.0 0.0 0.0	3 5.6 21.4 1.4	25 46.3 23.6 11.7	22 40.7 29.3 10.3	2 3.7 28.6 0.9	54 25.4
3.		5 8.6 21.7 2.3	2 3.4 20.0 0.9	31 53.4 31.3 14.6	19 32.8 24.7 8.9	1 1.7 25.0 0.5	4 6.9 40.0 1.9	0 0.0 0.0 0.0	4 6.9 28.6 1.9	28 48.3 26.4 13.1	19 32.8 25.3 8.9	3 5.2 42.9 1.4	58 27.2
4.		3 10.3 13.0 1.4	0 0.0 0.0 0.0	13 44.8 13.1 6.1	12 41.4 15.6 5.6	1 3.4 25.0 0.5	2 6.9 20.0 0.9	1 3.4 100.0 0.5	1 3.4 7.1 0.5	13 44.8 12.3 6.1	12 41.4 16.0 5.6	0 0.0 0.0 0.0	29 13.6
5.		4 19.0 17.4 1.9	1 4.8 10.0 0.5	7 33.3 7.1 3.3	9 42.9 11.7 4.2	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 4.8 7.1 0.5	10 47.6 9.4 4.7	9 42.9 12.0 4.2	1 4.8 14.3 0.5	21 9.9
COLUMN TOTAL		23 10.8	10 4.7	99 46.5	77 36.2	4 1.9	10 4.7	1 0.5	14 6.6	106 49.8	75 35.2	7 3.3	213 100.0

NOTE 1: THE HORIZONTAL SCALE: "No Response (0), No Improvement (1), Little Improvement (2), Moderate Improvement (3), Great Improvement (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50B.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved (1)––Very Involved (5)" is the same for Tables 38A–C through 50A–C.

TABLE IV-44C

Crosstabulation of theExtent of Involvement of Parent Committee Members Involved in Assisting in Instruction to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Developing a More Favorable Self-Concept

HORIZONTAL: in order: Project Staff Questionnaire, question 29 – perception of effectiveness, (no response, little – considerably, not applicable); Parent Committee Questionnaire, question 27 – perception of effectiveness (no response, little – considerably, not applicable);

VERTICAL: degree of involvement in assisting in instruction by parent committee members – see Project Director Guide, question 47

PD47G	COUNT ROW PCT COL PCT TOT PCT	STAFF29 0.	2.	3.	4.	5.	PC27 0.	2.	3.	4.	5.	ROW TOTAL
	0.	3 20.0 13.0 1.4	0 0.0 0.0 0.0	4 26.7 5.6 1.9	7 46.7 6.3 3.3	1 6.7 25.0 0.5	1 6.7 11.1 0.5	0 0.0 0.0 0.0	7 46.7 8.6 3.3	7 46.7 6.1 3.3	0 0.0 0.0 0.0	15 7.0
	1.	2 5.6 8.7 0.9	2 5.6 66.7 0.9	14 38.9 19.4 6.6	17 47.2 15.3 8.0	1 2.8 25.0 0.5	0 0.0 0.0 0.0	2 5.6 33.3 0.9	18 50.0 22.2 8.5	15 41.7 13.0 7.0	1 2.8 50.0 0.5	36 16.9
	2.	6 11.1 26.1 2.8	1 1.9 33.3 0.5	16 29.6 22.2 7.5	31 57.4 27.9 14.6	0 0.0 0.0 0.0	2 3.7 22.2 0.9	2 3.7 33.3 0.9	23 42.6 28.4 10.8	27 50.0 23.5 12.7	0 0.0 0.0 0.0	54 25.4
	3.	5 8.6 21.7 2.3	0 0.0 0.0 0.0	25 43.1 34.7 11.7	26 44.8 23.4 12.2	2 3.4 50.0 0.9	4 6.9 44.4 1,9	2 3.4 33.3 0.9	18 31.0 22.2 8.5	33 56.9 28.7 15.5	1 1.7 50.0 0.5	58 27.2
	4.	3 10.3 13.0 1.4	0 0.0 0.0 0.0	8 27.6 11.1 3.8	18 62.1 16.2 8.5	0 0.0 0.0 0.0	2 6.9 22.2 0.9	0 0.0 0.0 0.0	4 13.8 4.9 1.9	23 79.3 20.0 10.8	0 0.0 0.0 0.0	29 13.6
	5.	4 19.0 17.4 1.9	0 0.0 0.0 0.0	5 23.8 6.9 2.3	12 57.1 10.8 5.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	11 52.4 13.6 5.2	10 47.6 8.7 4.7	0 0.0 0.0 0.0	21 9.9
	COLUMN TOTAL	23 10.8	3 1.4	72 33.8	111 52.1	4 1.9	9 4.2	6 2.8	81 38.0	115 54.0	2 0.9	213 100.0

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NOTE 1: THE HORIZONTAL SCALE: "No Response (0), Negligible (1), Little (2), Moderately (3), Considerably (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50C.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved(1)——Very Involved (5) is the same for Tables 38A–C through 50A–C.

TABLE IV-45A
Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Needs Assessment to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Helping to Overcome Academic Deficiencies

HORIZONTAL: in order: Project Staff Questionnaire, question 26 – perception of effectivenss, (no response, somewhat effective – very effective, not applicable); Parent Committee Questionnaire, question 24 – perception of effectiveness (no response, somewhat effective – very effective, not applicable);
VERTICAL: degree of involvement in needs assessment by parent committee members – see Project Director Guide, question 27

FU47H	COUNT ROW PCT COL PCT TOT PCT	STAFF26					PC24					ROW TOTAL
		0.	2.	3.	4.	5.	0.	2.	3.	4.	5.	
	0.	3 27.3 13.0 1.4	2 18.2 13.3 0.9	6 54.5 6.1 2.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 9.1 11.1 0.5	0 0.0 0.0 0.0	3 27.3 3.0 1.4	5 45.5 6.7 2.3	2 18.2 16.7 0.9	11 5.2
	1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 1.7 0.5	1 50.0 5.9 0.5	0 0.0 0.0 0.0	1 50.0 5.9 0.5	0 0.0 0.0 0.0	1 50.0 1.3 0.5	0 0.0 0.0 0.0	2 0.9
	2.	3 20.0 13.0 1.4	1 6.7 6.7 0.5	5 33.3 5.1 2.3	5 33.3 8.3 2.3	1 6.7 5.9 0.5	1 6.7 11.1 0.5	2 13.3 11.8 0.9	6 40.0 6.0 2.8	5 33.3 6.7 2.3	1 6.7 8.3 0.5	15 7.0
	3.	3 10.0 13.0 1.4	2 6.7 13.3 0.9	16 53.3 16.3 7.5	9 30.0 15.0 4.2	0 0.0 0.0 0.0	1 3.3 11.1 0.5	4 13.3 23.5 1.9	15 50.0 15.0 7.0	7 23.3 9.3 3.3	3 10.0 25.0 1.4	30 14.1
	4.	6 8.6 26.1 2.8	5 7.1 33.3 2.3	35 50.0 35.7 16.4	19 27.1 31.7 8.9	5 7.1 29.4 2.3	2 2.9 22.2 0.9	5 7.1 29.4 2.3	33 47.1 33.0 15.5	25 35.7 33.3 11.7	5 7.1 41.7 2.3	70 32.9
	5.	8 9.4 34.8 3.8	5 5.9 33.3 2.3	36 42.4 36.7 16.9	26 30.6 43.3 12.2	10 11.8 58.8 4.7	4 4.7 44.4 1.9	5 5.9 29.4 2.3	43 50.6 43.0 20.2	32 37.6 42.7 15.0	1 1.2 8.3 0.5	85 39.9
	COLUMN TOTAL	23 10.8	15 7.0	98 46.0	60 28.2	17 8.0	9 4.2	17 8.0	100 46.9	75 35.2	12 5.6	213 100.0

NOTE 1: THE HORIZONTAL SCALE: "No Response (0), Not Effective (1), Somewhat Effective (2), Moderately Effective (3), Very Effective (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50A.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved (1)––Very Involved (5)" is the same for Tables 38A–C through 50A–C.

TABLE IV-45B
Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Needs Assessment to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Improving Attitudes Toward School

HORIZONTAL: in order: Project Staff Questionnaire, question 28 – perception of effectiveness, (no response, little improvement – great improvement, not applicable); Parent Committee Questionnaire, question 26 – perception of effectiveness (no response, little improvement – great improvement, not applicable);
VERTICAL: degree of involvement in needs assessment by parent committee members – see Project Director Guide, question 47

COUNT ROW PCT COL PCT TOT PCT	STAFF28 0.	2.	3.	4.	5.	PC26 0.	1.	2.	3.	4.	5.	ROW TOTAL
PD47B 0.	3 27.3 13.0 1.4	2 18.2 20.0 0.9	3 27.3 3.0 1.4	1 9.1 1.3 0.5	2 18.2 50.0 0.9	1 9.1 10.0 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 54.5 5.7 2.8	4 36.4 5.3 1.9	0 0.0 0.0 0.0	11 5.2
1.	0 0.0 0.0 0.0	1 50.0 10.0 0.5	0 0.0 0.0 0.0	1 50.0 1.3 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 7.1 0.5	1 50.0 0.9 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 0.9
2.	3 20.0 13.0 1.4	1 6.7 10.0 0.5	5 33.3 5.1 2.3	5 33.3 6.5 2.3	1 6.7 25.0 0.5	1 6.7 10.0 0.5	0 0.0 0.0 0.0	2 13.3 14.3 0.9	6 40.0 5.7 2.8	6 40.0 8.0 2.8	0 0.0 0.0 0.0	15 7.0
3.	3 10.0 13.0 1.4	0 0.0 0.0 0.0	16 53.3 16.2 7.5	11 36.7 14.3 5.2	0 0.0 0.0 0.0	1 3.3 10.0 0.5	0 0.0 0.0 0.0	2 6.7 14.3 0.9	16 53.3 15.1 7.5	9 30.0 12.0 4.2	2 6.7 28.6 0.9	30 14.1
4.	6 8.6 26.1 2.8	2 2.9 20.0 0.9	33 47.1 33.3 15.5	28 40.0 36.4 13.1	1 1.4 25.0 0.5	3 4.3 30.0 1.4	0 0.0 0.0 0.0	3 4.3 21.4 1.4	33 47.1 31.1 15.5	28 40.0 37.3 13.1	3 4.3 42.9 1.4	70 32.9
5.	8 9.4 34.8 3.8	4 4.7 40.0 1.9	42 49.4 42.4 19.7	31 36.5 40.3 14.6	0 0.0 0.0 0.0	4 4.7 40.0 1.9	1 1.2 100.0 0.5	6 7.1 42.9 2.8	44 51.8 41.5 20.7	28 32.9 37.3 13.1	2 2.4 28.6 0.9	85 39.9
COLUMN TOTAL	23 10.8	10 4.7	99 46.5	77 36.2	4 1.9	10 4.7	1 0.5	14 6.6	106 49.8	75 35.2	7 3.3	213 100.0

NOTE 1: THE HORIZONTAL SCALE: "No Response (0), No Improvement (1), Little Improvement (2), Moderate Improvement (3), Great Improvement (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50B.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved (1)––Very Involved (5)" is the same for Tables 38A–C through 50A–C.

TABLE IV-45C
Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Needs Assessment to Percepions by Staff and Parent Committee of the Effectiveness of the Project in Developing a More Favorable Self-Concept

HORIZONTAL: in order: Project Staff Questionnaire, question 29 – perception of effectiveness, (no response, little – considerably, not applicable); Parent Committee Questionnaire, question 27 – perception of effectiveness (no response, little – considerably, not applicable);

VERTICAL: degree of involvement in needs assessment by parent committee members – see Project Director Guide, question 47

PD47H	COUNT ROW PCT COL PCT TOT PCT	STAFF29 0.	2.	3.	4.	5.	PC27 0.	2.	3.	4.	5.	ROW TOTAL
	0.	3 27.3 13.0 1.4	0 0.0 0.0 0.0	3 27.3 4.2 1.4	4 36.4 3.6 1.9	1 9.1 25.0 0.5	1 9.1 11.1 0.5	0 0.0 0.0 0.0	5 45.5 6.2 2.3	5 45.5 4.3 2.3	0 0.0 0.0 0.0	11 5.2
	1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 1.4 0.5	1 50.0 0.9 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 16.7 0.5	0 0.0 0.0 0.0	1 50.0 0.9 0.5	0 0.0 0.0 0.0	2 0.9
	2.	3 20.0 13.0 1.4	0 0.0 0.0 0.0	3 20.0 4.2 1.4	8 53.3 7.2 3.8	1 6.7 25.0 0.5	1 6.7 11.1 0.5	1 6.7 16.7 0.5	4 26.7 4.9 1.9	9 60.0 7.8 4.2	0 0.0 0.0 0.0	15 7.0
	3.	3 10.0 13.0 1.4	1 3.3 33.3 0.5	10 33.3 13.9 4.7	15 50.0 13.5 7.0	1 3.3 25.0 0.5	1 3.3 11.1 0.5	1 3.3 16.7 0.5	11 36.7 13.6 5.2	16 53.3 13.9 7.5	1 3.3 50.0 0.5	30 14.1
	4.	6 8.6 26.1 2.8	0 0.0 0.0 0.0	21 30.0 29.2 9.9	42 60.0 37.8 19.7	1 1.4 25.0 0.5	2 2.9 22.2 0.9	2 2.9 33.3 0.9	24 34.3 29.6 11.3	41 58.6 35.7 19.2	1 1.4 50.0 0.5	70 32.9
	5.	8 9.4 34.8 3.8	2 2.4 66.7 0.9	34 40.0 47.2 16.0	41 48.2 36.9 19.2	0 0.0 0.0 0.0	4 4.7 44.4 1.9	1 1.2 16.7 0.5	37 43.5 45.7 17.4	43 50.6 37.4 20.2	0 0.0 0.0 0.0	85 39.9
	COLUMN TOTAL	23 10.8	3 1.4	72 33.8	111 52.1	4 1.9	9 4.2	6 2.8	81 38.0	115 54.0	2 0.9	213 100.0

NOTE 1: THE HORIZONTAL SCALE: "No Response (0), Negligible (1), Little (2), Moderately (3), Considerably (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50C.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved(1)––Very Involved (5) is the same for Tables 38A–C through 50A–C.

TABLE IV-46A

Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Proposal Review to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Helping to Overcome Academic Deficiencies

HORIZONTAL: in order: Project Staff Questionnaire, question 26 – perception of effectiveness, (no response, somewhat effective – very effective, not applicable); Parent Committee Questionnaire, question 24 – perception of effectiveness, (no response, somewhat effective – every effective, not applicable);

VERTICAL: degree of involvement in proposal review by parent committee members – see Project Director Guide, question 47

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                    STAFF26                                                    |PC24
         COUNT   I                                                             |
       ROW PCT   I                                                             |                                                             ROW
       COL PCT   I                                                             |                                                             TOTAL
       TOT PCT   I        0.I        2.I        3.I        4.I        5.       |        0.I        2.I        3.I        4.I        5.I
PD471  --------- I----------I----------I----------I----------I----------       |----------I----------I----------I----------I----------I
          0.     I        2 I        1 I        6 I        0 I        0        |        1 I        0 I        2 I        4 I        2 I        9
                 I     22.2 I     11.1 I     66.7 I      0.0 I      0.0        |     11.1 I      0.0 I     22.2 I     44.4 I     22.2 I      4.2
                 I      8.7 I      6.7 I      6.1 I      0.0 I      0.0        |     11.1 I      0.0 I      2.0 I      5.3 I     16.7 I
                 I      0.9 I      0.5 I      2.8 I      0.0 I      0.0        |      0.5 I      0.0 I      0.9 I      1.9 I      0.9 I
                -I----------I----------I----------I----------I----------       |----------I----------I----------I----------I----------I
          2.     I        2 I        0 I        0 I        0 I        0        |        0 I        0 I        1 I        1 I        0 I        2
                 I    100.0 I      0.0 I      0.0 I      0.0 I      0.0        |      0.0 I      0.0 I     50.0 I     50.0 I      0.0 I      0.9
                 I      8.7 I      0.0 I      0.0 I      0.0 I      0.0        |      0.0 I      0.0 I      1.0 I      1.3 I      0.0 I
                 I      0.9 I      0.0 I      0.0 I      0.0 I      0.0        |      0.0 I      0.0 I      0.5 I      0.5 I      0.0 I
                -I----------I----------I----------I----------I----------       |----------I----------I----------I----------I----------I
          3.     I        1 I        2 I       12 I        2 I        1        |        0 I        1 I       13 I        2 I        2 I       18
                 I      5.6 I     11.1 I     66.7 I     11.1 I      5.6        |      0.0 I      5.6 I     72.2 I     11.1 I     11.1 I      8.5
                 I      4.3 I     13.3 I     12.2 I      3.3 I      5.9        |      0.0 I      5.9 I     13.0 I      2.7 I     16.7 I
                 I      0.5 I      0.9 I      5.6 I      0.9 I      0.5        |      0.0 I      0.5 I      6.1 I      0.9 I      0.9 I
                -I----------I----------I----------I----------I----------       |----------I----------I----------I----------I----------I
          4.     I        5 I        4 I       23 I       19 I        5        |        2 I        5 I       25 I       19 I        5 I       56
                 I      8.9 I      7.1 I     41.1 I     33.9 I      8.9        |      3.6 I      8.9 I     44.6 I     33.9 I      8.9 I     26.3
                 I     21.7 I     26.7 I     23.5 I     31.7 I     29.4        |     22.2 I     29.4 I     25.0 I     25.3 I     41.7 I
                 I      2.3 I      1.9 I     10.8 I      8.9 I      2.3        |      0.9 I      2.3 I     11.7 I      8.9 I      2.3 I
                -I----------I----------I----------I----------I----------       |----------I----------I----------I----------I----------I
          5.     I       13 I        8 I       57 I       39 I       11        |        6 I       11 I       59 I       49 I        3 I      128
                 I     10.2 I      6.3 I     44.5 I     30.5 I      8.6        |      4.7 I      8.6 I     46.1 I     38.3 I      2.3 I     60.1
                 I     56.5 I     53.3 I     58.2 I     65.0 I     64.7        |     66.7 I     64.7 I     59.0 I     65.3 I     25.0 I
                 I      6.1 I      3.8 I     26.8 I     18.3 I      5.2        |      2.8 I      5.2 I     27.7 I     23.0 I      1.4 I
                -I----------I----------I----------I----------I----------       |----------I----------I----------I----------I----------I
        COLUMN          23         15         98         60         17         |        9         17        100         75         12        213
         TOTAL        10.8        7.0       46.0       28.2        8.0         |      4.2        8.0       46.9       35.2        5.6      100.0
```

NOTE 1: **THE HORIZONTAL SCALE:** "No Response (0), Not Effective (1), Somewhat Effective (2), Moderately Effective (3), Very Effective (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50A.

NOTE 2: **THE VERTICAL SCALE:** "No Response (0), Not Involved (1)––Very Involved (5)" is the same for Tables 38A–C through 50A–C.

TABLE IV-46B

Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Proposal Review to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Improving Attitudes Toward School

HORIZONTAL: in order: Project Staff Questionnaire, question 28 – perception of effectivenss, (no response, little improvement – great improvement, not applicable); Parent Committee Questionnaire, question 26 – perception of effectiveness, (no response, little improvement – great improvement, not applicable);

VERTICAL: degree of involvement in proposal review by parent committee members – See Project Director Guide, question 47

PD471	COUNT ROW PCT COL PCT TOT PCT	STAFF28 0.	2.	3.	4.	5.	PC26 0.	1.	2.	3.	4.	5.	ROW TOTAL
	0.	2	2	2	1	2	1	0	0	5	3	0	9
		22.2	22.2	22.2	11.1	22.2	11.1	0.0	0.0	55.6	33.3	0.0	4.2
		8.7	20.0	2.0	1.3	50.0	10.0	0.0	0.0	4.7	4.0	0.0	
		0.9	0.9	0.9	0.5	0.9	0.5	0.0	0.0	2.3	1.4	0.0	
	2.	2	0	0	0	0	0	0	0	2	0	0	2
		100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.9
		8.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.9	0.0	0.0	
		0.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.9	0.0	0.0	
	3.	1	1	10	6	0	0	0	1	8	7	2	18
		5.6	5.6	55.6	33.3	0.0	0.0	0.0	5.6	44.4	38.9	11.1	8.5
		4.3	10.0	10.1	7.8	0.0	0.0	0.0	7.1	7.5	9.3	28.6	
		0.5	0.5	4.7	2.8	0.0	0.0	0.0	0.5	3.8	3.3	0.9	
	4.	5	4	26	19	2	2	0	4	27	21	2	56
		8.9	7.1	46.4	33.9	3.6	3.6	0.0	7.1	48.2	37.5	3.6	26.3
		21.7	40.0	26.3	24.7	50.0	20.0	0.0	28.6	25.5	28.0	28.6	
		2.3	1.9	12.2	8.9	0.9	0.9	0.0	1.9	12.7	9.9	0.9	
	5.	13	3	61	51	0	7	1	9	64	44	3	128
		10.2	2.3	47.7	39.8	0.0	5.5	0.8	7.0	50.0	34.4	2.3	60.1
		56.5	30.0	61.6	66.2	0.0	70.0	100.0	64.3	60.4	58.7	42.9	
		6.1	1.4	28.6	23.9	0.0	3.3	0.5	4.2	30.0	20.7	1.4	
	COLUMN TOTAL	23	10	99	77	4	10	1	14	106	75	7	213
		10.8	4.7	46.5	36.2	1.9	4.7	0.5	6.6	49.8	35.2	3.3	100.0

NOTE 1: THE HORIZONTAL SCALE: "No Response (0), No Improvement (1), Little Improvement (2), Moderate Improvement (3), Great Improvement (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50B.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved (1)––Very Involved (5)" is the same for Tables 38A–C through 50A–C.

TABLE IV-46C

Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Proposal Review to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Developing a More Favorable Self-Concept

HORIZONTAL: in order: Project Staff Questionnaire, question 29 — perception of effectiveness, (no response, little — considerably, not applicable); Parent Committee Questionnaire, question 27 — perception of effectiveness, (no response, little — considerably, not applicable);

VERTICAL: degree of involvement in proposal review by parent committee members — see Project Director Guide, question 47

COUNT ROW PCT COL PCT TOT PCT	STAFF29					PC27					ROW TOTAL
PD471	0.	2.	3.	4.	5.	0.	2.	3.	4.	5.	
0.	2 22.2 8.7 0.9	0 0.0 0.0 0.0	3 33.3 4.2 1.4	3 33.3 2.7 1.4	1 11.1 25.0 0.5	1 11.1 11.1 0.5	0 0.0 0.0 0.0	5 55.6 6.2 2.3	3 33.3 2.6 1.4	0 0.0 0.0 0.0	9 4.2
2.	2 100.0 8.7 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 1.2 0.5	1 50.0 0.9 0.5	0 0.0 0.0 0.0	2 0.9
3.	1 5.6 4.3 0.5	0 0.0 0.0 0.0	10 55.6 13.9 4.7	7 38.9 6.3 3.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 27.8 6.2 2.3	13 72.2 11.3 6.1	0 0.0 0.0 0.0	18 8.5
4.	5 8.9 21.7 2.3	1 1.8 33.3 0.5	20 35.7 27.8 9.4	29 51.8 26.1 13.6	1 1.8 25.0 0.5	2 3.6 22.2 0.9	3 5.4 50.0 1.4	20 35.7 24.7 9.4	29 51.8 25.2 13.6	2 3.6 100.0 0.9	56 26.3
5.	13 10.2 56.5 6.1	2 1.6 66.7 0.9	39 30.5 54.2 18.3	72 56.3 64.9 33.8	2 1.6 50.0 0.9	6 4.7 66.7 2.8	3 2.3 50.0 1.4	50 39.1 61.7 23.5	69 53.9 60.0 32.4	0 0.0 0.0 0.0	128 60.1
COLUMN TOTAL	23 10.8	3 1.4	72 33.8	111 52.1	4 1.9	9 4.2	6 2.8	81 38.0	115 54.0	2 0.9	213 100.0

NOTE 1: THE HORIZONTAL SCALE: "No Response (0), Negligible (1), Little (2), Moderately (3), Considerably (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50C.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved(1)——Very Involved (5) is the same for Tables 38A–C through 50A–C.

TABLE IV-47A

Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Establishing Objectives to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Helping to Overcome Academic Deficiencies

HORIZONTAL: in order: Project Staff Questionnaire, question 26 – perception of effectiveness, (no response, somewhat effective – very effective, not applicable); Parent Committee Questionnaire, question 24 – perception of effectiveness, (no response, somewhat effective – very effective, not applicable);

VERTICAL: degree of involvement in establishing objectives by parent committee members – See Project Director Guide, question 47

```
                   STAFF26                                                 PC24
          COUNT   I                                                       I
          ROW PCT I                                                       I                                                         ROW
          COL PCT I                                                       I                                                        TOTAL
          TOT PCT I      0.I      2.I      3.I      4.I      5.           I      0.I      2.I      3.I      4.I      5.I
PD47J     --------I--------I--------I--------I--------I--------          I--------I--------I--------I--------I--------I
             0.   I       2I       1I       6I       0I       0           I       1I       0I       2I       4I       2I        9
                  I    22.2I    11.1I    66.7I     0.0I     0.0           I    11.1I     0.0I    22.2I    44.4I    22.2I      4.2
                  I     8.7I     6.7I     6.1I     0.0I     0.0           I    11.1I     0.0I     2.0I     5.3I    16.7I
                  I     0.9I     0.5I     2.8I     0.0I     0.0           I     0.5I     0.0I     0.9I     1.9I     0.9I
                 -I--------I--------I--------I--------I--------          I--------I--------I--------I--------I--------I
             2.   I       2I       0I       1I       2I       0           I       0I       1I       1I       3I       0I        5
                  I    40.0I     0.0I    20.0I    40.0I     0.0           I     0.0I    20.0I    20.0I    60.0I     0.0I      2.3
                  I     8.7I     0.0I     1.0I     3.3I     0.0           I     0.0I     5.9I     1.0I     4.0I     0.0I
                  I     0.9I     0.0I     0.5I     0.9I     0.0           I     0.0I     0.5I     0.5I     1.4I     0.0I
                 -I--------I--------I--------I--------I--------          I--------I--------I--------I--------I--------I
             3.   I       1I       2I      16I       8I       1           I       0I       1I      14I      11I       2I       28
                  I     3.6I     7.1I    57.1I    28.6I     3.6           I     0.0I     3.6I    50.0I    39.3I     7.1I     13.1
                  I     4.3I    13.3I    16.3I    13.3I     5.9           I     0.0I     5.9I    14.0I    14.7I    16.7I
                  I     0.5I     0.9I     7.5I     3.8I     0.5           I     0.0I     0.5I     6.6I     5.2I     0.9I
                 -I--------I--------I--------I--------I--------          I--------I--------I--------I--------I--------I
             4.   I       5I       5I      33I      17I       6           I       2I       8I      32I      19I       5I       66
                  I     7.6I     7.6I    50.0I    25.8I     9.1           I     3.0I    12.1I    48.5I    28.8I     7.6I     31.0
                  I    21.7I    33.3I    33.7I    28.3I    35.3           I    22.2I    47.1I    32.0I    25.3I    41.7I
                  I     2.3I     2.3I    15.5I     8.0I     2.8           I     0.9I     3.8I    15.0I     8.9I     2.3I
                 -I--------I--------I--------I--------I--------          I--------I--------I--------I--------I--------I
             5.   I      13I       7I      42I      33I      10           I       6I       7I      51I      38I       3I      105
                  I    12.4I     6.7I    40.0I    31.4I     9.5           I     5.7I     6.7I    48.6I    36.2I     2.9I     49.3
                  I    56.5I    46.7I    42.9I    55.0I    58.8           I    66.7I    41.2I    51.0I    50.7I    25.0I
                  I     6.1I     3.3I    19.7I    15.5I     4.7           I     2.8I     3.3I    23.9I    17.8I     1.4I
                 -I--------I--------I--------I--------I--------          I--------I--------I--------I--------I--------I
          COLUMN        23       15       98       60       17           I       9       17      100       75       12       213
          TOTAL       10.8      7.0     46.0     28.2      8.0           I     4.2      8.0     46.9     35.2      5.6     100.0
```

NOTE 1: THE HORIZONTAL SCALE: "No Response (0), Not Effective (1), Somewhat Effective (2), Moderately Effective (3), Very Effective (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50A.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved (1)——Very Involved (5)" is the same for Tables 38A–C through 50A–C.

TABLE IV-47B

Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Establishing Objectives to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Improving Attitudes Toward School

HORIZONTAL: in order: Project Staff Questionnaire, question 28 – perception of effectiveness, (no response, little improvement – great improvement, not applicable); Parent Committee Questionnaire, question 26 – perception of effectiveness, (no response, little improvement – great improvement, not applicable);

VERTICAL: degreee of involvement in establishing objectives by parent committee members – see Project Director Guide, question 47

PD47J	COUNT ROW PCT COL PCT TOT PCT	STAFF28					PC26						ROW TOTAL
		0.	2.	3.	4.	5.	0.	1.	2.	3.	4.	5.	
	0.	2 22.2 8.7 0.9	2 22.2 20.0 0.9	2 22.2 2.0 0.9	1 11.1 1.3 0.5	2 22.2 50.0 0.9	1 11.1 10.0 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 55.6 4.7 2.3	3 33.3 4.0 1.4	0 0.0 0.0 0.0	9 4.2
	2.	2 40.0 8.7 0.9	0 0.0 0.0 0.0	2 40.0 2.0 0.9	1 20.0 1.3 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 80.0 3.8 1.9	0 0.0 0.0 0.0	1 20.0 14.3 0.5	5 2.3
	3.	1 3.6 4.3 0.5	2 7.1 20.0 0.9	16 57.1 16.2 7.5	9 32.1 11.7 4.2	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 7.1 14.3 0.9	15 53.6 14.2 7.0	8 28.6 10.7 3.8	3 10.7 42.9 1.4	28 13.1
	4.	5 7.6 21.7 2.3	3 4.5 30.0 1.4	33 50.0 33.3 15.5	23 34.8 29.9 10.8	2 3.0 50.0 0.9	3 4.5 30.0 1.4	0 0.0 0.0 0.0	5 7.6 35.7 2.3	33 50.0 31.1 15.5	24 36.4 32.0 11.3	1 1.5 14.3 0.5	66 31.0
	5.	13 12.4 56.5 6.1	3 2.9 30.0 1.4	46 43.8 46.5 21.6	43 41.0 55.8 20.2	0 0.0 0.0 0.0	6 5.7 60.0 2.8	1 1.0 100.0 0.5	7 6.7 50.0 3.3	49 46.7 46.2 23.0	40 38.1 53.3 18.8	2 1.9 28.6 0.9	105 49.3
	COLUMN TOTAL	23 10.8	10 4.7	99 46.5	77 36.2	4 1.9	10 4.7	1 0.5	14 6.6	106 49.8	75 35.2	7 3.3	213 100.0

NOTE 1: THE HORIZONTAL SCALE: "No Response (0), No Improvement (1), Little Improvement (2), Moderate Improvement (3), Great Improvement (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50B.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved (1)––Very Involved (5)" is the same for Tables 38A–C through 50A–C.

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TABLE IV-47C

Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Establishing Objectives to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Developing a More Favorable Self-Concept

HORIZONTAL: in order: Project Staff Questionnaire, question 29 – perception of effectiveness, (no response, little – considerably, not applicable); Parent Committee Questionnaire, question 27 – perception of effectiveness, (no response, little – considerably, not applicable);

VERTICAL: degree of involvement in establishing objectives by parent committee members – see Project Director Guide, question 47

		STAFF29					PC27					
	COUNT ROW PCT COL PCT TOT PCT	0.	2.	3.	4.	5.	0.	2.	3.	4.	5.	ROW TOTAL
PD473	0.	2 22.2 6.7 0.9	0 0.0 0.0 0.0	3 33.3 4.2 1.4	3 33.3 2.7 1.4	1 11.1 25.0 0.5	1 11.1 11.1 0.5	0 0.0 0.0 0.0	5 55.6 6.2 2.3	3 33.3 2.6 1.4	0 0.0 0.0 0.0	9 4.2
	2.	2 40.0 8.7 0.9	0 0.0 0.0 0.0	1 20.0 1.4 0.5	2 40.0 1.8 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 40.0 2.5 0.9	3 60.0 2.6 1.4	0 0.0 0.0 0.0	5 2.3
	3.	1 3.6 4.3 0.5	0 0.0 0.0 0.0	13 46.4 18.1 6.1	13 46.4 11.7 6.1	1 3.6 25.0 0.5	0 0.0 0.0 0.0	1 3.6 16.7 0.5	11 39.3 13.6 5.2	15 53.6 13.0 7.0	1 3.6 50.0 0.5	28 13.1
	4.	5 7.6 21.7 2.3	2 3.0 66.7 0.9	24 36.4 33.3 11.3	33 50.0 29.7 15.5	2 3.0 50.0 0.9	2 3.0 22.2 0.9	4 6.1 66.7 1.9	22 33.3 27.2 10.3	37 56.1 32.2 17.4	1 1.5 50.0 0.5	66 31.0
	5.	13 12.4 56.5 6.1	1 1.0 33.3 0.5	31 29.5 43.1 14.6	60 57.1 54.1 28.2	0 0.0 0.0 0.0	6 5.7 66.7 2.8	1 1.0 16.7 0.5	41 39.0 50.6 19.2	57 54.3 49.6 26.8	0 0.0 0.0 0.0	105 49.3
	COLUMN TOTAL	23 10.8	3 1.4	72 33.8	111 52.1	4 1.9	9 4.2	6 2.8	81 38.0	115 54.0	2 0.9	213 100.0

NOTE 1: THE HORIZONTAL SCALE: "No Response (0), Negligible (1), Little (2), Moderately (3), Considerably (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50C.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved(1)——Very Involved (5) is the same for Tables 38A–C through 50A–C.

TABLE IV-48A

Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Project Monitoring to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Helping to Overcome Academic Deficiencies

HORIZONTAL: in order: Project Staff Questionnaire, question 26 – perception of effectiveness, (no response, somewhat effective – very effective, not applicable); Parent Committee Questionnaire, question 24 – perception of effectiveness, (no response, somewhat effective – very effective, not applicable);

VERTICAL: degree of involvement in project monitoring by parent committee members – see Project Director Guide, question 47

PD47R	COUNT ROW PCT COL PCT TOT PCT	STAFF26					PC24					ROW TOTAL
		0.	2.	3.	4.	5.	0.	2.	3.	4.	5.	
	0.	2 20.0 8.7 0.9	1 10.0 6.7 0.5	7 70.0 7.1 3.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 10.0 11.1 0.5	0 0.0 0.0 0.0	2 20.0 2.0 0.9	5 50.0 6.7 2.3	2 20.0 16.7 0.9	10 4.7
	1.	1 14.3 4.3 0.5	1 14.3 6.7 0.5	2 28.6 2.0 0.9	2 28.6 3.3 0.9	1 14.3 5.9 0.5	0 0.0 0.0 0.0	2 28.6 11.8 0.9	3 42.9 3.0 1.4	2 28.6 2.7 0.9	0 0.0 0.0 0.0	7 3.3
	2.	4 17.4 17.4 1.9	3 13.0 20.0 1.4	7 30.4 7.1 3.3	7 30.4 11.7 3.3	2 8.7 11.8 0.9	2 8.7 22.2 0.9	1 4.3 5.9 0.5	9 39.1 9.0 4.2	10 43.5 13.3 4.7	1 4.3 8.3 0.5	23 10.8
	3.	5 11.1 21.7 2.3	2 4.4 13.3 0.9	19 42.2 19.4 8.9	15 33.3 25.0 7.0	4 8.9 23.5 1.9	2 4.4 22.2 0.9	3 6.7 17.6 1.4	21 46.7 21.0 9.9	16 35.6 21.3 7.5	3 6.7 25.0 1.4	45 21.1
	4.	2 3.2 8.7 0.9	5 7.9 33.3 2.3	32 50.8 32.7 15.0	19 30.2 31.7 8.9	5 7.9 29.4 2.3	1 1.6 11.1 0.5	5 7.9 29.4 2.3	34 54.0 34.0 16.0	19 30.2 25.3 8.9	4 6.3 33.3 1.9	63 29.6
	5.	9 13.8 39.1 4.2	3 4.6 20.0 1.4	31 47.7 31.6 14.6	17 26.2 28.3 8.0	5 7.7 29.4 2.3	3 4.6 33.3 1.4	6 9.2 35.3 2.8	31 47.7 31.0 14.6	23 35.4 30.7 10.8	2 3.1 16.7 0.9	65 30.5
	COLUMN TOTAL	23 10.8	15 7.0	98 46.0	60 28.2	17 8.0	9 4.2	17 8.0	100 46.9	75 35.2	12 5.6	213 100.0

NOTE 1: THE HORIZONTAL SCALE: "No Response (0), Not Effective (1), Somewhat Effective (2), Moderately Effective (3), Very Effective (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50A.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved (1)––Very Involved (5)" is the same for Tables 38A–C through 50A–C.

TABLE IV-48B

Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Project Monitroing to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Improving Attitudes Toward School

HORIZONTAL: in order: Project Staff Questionnaire, question 28 – perception of effectiveness, (no response, little improvement – great improvement, not applicable); Parent Committee Questionnaire, question 26 – perception of effectiveness, (no response, little improvement – great improvement, not applicable);

VERTICAL: degree of involvement in project monitoring by parent committee members – see Project Director Guide, question 47

COUNT ROW PCT COL PCT TOT PCT	STAFF28 0.	2.	3.	4.	5.	PC26 0.	1.	2.	3.	4.	5.	ROW TOTAL
PD47K 0.	2 20.0 8.7 0.9	2 20.0 20.0 0.9	3 30.0 3.0 1.4	1 10.0 1.3 0.5	2 20.0 50.0 0.9	1 10.0 10.0 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 60.0 5.7 2.8	3 30.0 4.0 1.4	0 0.0 0.0 0.0	10 4.7
1.	1 14.3 4.3 0.5	0 0.0 0.0 0.0	5 71.4 5.1 2.3	1 14.3 1.3 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 28.6 14.3 0.9	4 57.1 3.8 1.9	0 0.0 0.0 0.0	1 14.3 14.3 0.5	7 3.3
2.	4 17.4 17.4 1.9	2 8.7 20.0 0.9	6 26.1 6.1 2.8	11 47.8 14.3 5.2	0 0.0 0.0 0.0	2 8.7 20.0 0.9	0 0.0 0.0 0.0	1 4.3 7.1 0.5	9 39.1 8.5 4.2	10 43.5 13.3 4.7	1 4.3 14.3 0.5	23 10.8
3.	5 11.1 21.7 2.3	1 2.2 10.0 0.5	22 48.9 22.2 10.3	16 35.6 20.8 7.5	1 2.2 25.0 0.5	3 6.7 30.0 1.4	0 0.0 0.0 0.0	4 8.9 28.6 1.9	26 57.8 24.5 12.2	9 20.0 12.0 4.2	3 6.7 42.9 1.4	45 21.1
4.	2 3.2 8.7 0.9	5 7.9 50.0 2.3	33 52.4 33.3 15.5	22 34.9 28.6 10.3	1 1.6 25.0 0.5	1 1.6 10.0 0.5	0 0.0 0.0 0.0	4 6.3 28.6 1.9	30 47.6 28.3 14.1	27 42.9 36.0 12.7	1 1.6 14.3 0.5	63 29.6
5.	9 13.8 39.1 4.2	0 0.0 0.0 0.0	30 46.2 30.3 14.1	26 40.0 33.8 12.2	0 0.0 0.0 0.0	3 4.6 30.0 1.4	1 1.5 100.0 0.5	3 4.6 21.4 1.4	31 47.7 29.2 14.6	26 40.0 34.7 12.2	1 1.5 14.3 0.5	65 30.5
COLUMN TOTAL	23 10.8	10 4.7	99 46.5	77 36.2	4 1.9	10 4.7	1 0.5	14 6.6	106 49.8	75 35.2	7 3.3	213 100.0

NOTE 1: THE HORIZONTAL SCALE: "No Response (0), No Improvement (1), Little Improvement (2), Moderate Improvement (3), Great Improvement (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50B.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved (1)––Very Involved (5)" is the same for Tables 38A–C through 50A–C.

TABLE IV-48C

Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Project Monitoring to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Developing a More Favorable Self-Concept

HORIZONTAL: in order: Project Staff Questionnaire, question 29 – perception of effectiveness, (no response, little – considerably, not applicable), Parent Committee Questionnaire, question 27 – perception of effectiveness, (no response, little – considerably, not applicable);

VERTICAL: degree of involvement in project monitoring by parent committee members – see Project Director Guide, question 47

PD47R	COUNT ROW PCT COL PCT TOT PCT	STAFF29					PC27					ROW TOTAL
		0.	2.	3.	4.	5.	0.	2.	3.	4.	5.	
	0.	2 20.0 8.7 0.9	0 0.0 0.0 0.0	4 40.0 5.6 1.9	3 30.0 2.7 1.4	1 10.0 25.0 0.5	1 10.0 11.1 0.5	0 0.0 0.0 0.0	5 50.0 6.2 2.3	4 40.0 3.5 1.9	0 0.0 0.0 0.0	10 4.7
	1.	1 14.3 4.3 0.5	1 14.3 33.3 0.5	2 28.6 2.8 0.9	3 42.9 2.7 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 100.0 8.6 3.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 3.3
	2.	4 17.4 17.4 1.9	0 0.0 0.0 0.0	8 34.8 11.1 3.8	11 47.8 9.9 5.2	0 0.0 0.0 0.0	2 8.7 22.2 0.9	1 4.3 16.7 0.5	7 30.4 8.6 3.3	12 52.2 10.4 5.6	1 4.3 50.0 0.5	23 10.8
	3.	5 11.1 21.7 2.3	0 0.0 0.0 0.0	16 35.6 22.2 7.5	23 51.1 20.7 10.8	1 2.2 25.0 0.5	2 4.4 22.2 0.9	2 4.4 33.3 0.9	16 35.6 19.8 7.5	25 55.6 21.7 11.7	0 0.0 0.0 0.0	45 21.1
	4.	2 3.2 8.7 0.9	2 3.2 66.7 0.9	21 33.3 29.2 9.9	36 57.1 32.4 16.9	2 3.2 50.0 0.9	1 1.6 11.1 0.5	3 4.8 50.0 1.4	19 30.2 23.5 8.9	39 61.9 33.9 18.3	1 1.6 50.0 0.5	63 29.6
	5.	9 13.8 39.1 4.2	0 0.0 0.0 0.0	21 32.3 29.2 9.9	35 53.8 31.5 16.4	0 0.0 0.0 0.0	3 4.6 33.3 1.4	0 0.0 0.0 0.0	27 41.5 33.3 12.7	35 53.8 30.4 16.4	0 0.0 0.0 0.0	65 30.5
	COLUMN TOTAL	23 10.8	3 1.4	72 33.8	111 52.1	4 1.9	9 4.2	6 2.8	81 38.0	115 54.0	2 0.9	213 100.0

NOTE 1: THE HORIZONTAL SCALE: "No Response (0), Negligible (1), Little (2), Moderately (3), Considerably (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50C.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved(1)––Very Involved (5) is the same for Tables 38A–C through 50A–C.

TABLE IV-49A

Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Project Evaluation to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Helping to Overcome Academic Deficiencies

HORIZONTAL: in order: Project Staff Questionnaire, question 26 – perception of effectiveness, (no response, somewhat effective – very effective, not applicable); Parent Committee Questionnaire, question 24 – perception of effectiveness, (no response, somewhat effective – very effective, not applicable);

VERTICAL: degree of involvement in project evaluation by parent committee members – see Project Director Guide, question 47

		STAFF26					PC24					
	COUNT ROW PCT COL PCT TOT PCT	0.	2.	3.	4.	5.	0.	2.	3.	4.	5.	ROW TOTAL
PD47L	0.	2 22.2 8.7 0.9	1 11.1 6.7 0.5	6 66.7 6.1 2.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 11.1 11.1 0.5	0 0.0 0.0 0.0	2 22.2 2.0 0.9	4 44.4 5.3 1.9	2 22.2 16.7 0.9	9 4.2
	1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 75.0 3.1 1.4	1 25.0 1.7 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 25.0 5.9 0.5	1 25.0 1.0 0.5	2 50.0 2.7 0.9	0 0.0 0.0 0.0	4 1.9
	2.	5 20.8 21.7 2.3	2 8.3 13.3 0.9	8 33.3 8.2 3.8	6 25.0 10.0 2.8	3 12.5 17.6 1.4	2 8.3 22.2 0.9	1 4.2 5.9 0.5	11 45.8 11.0 5.2	8 33.3 10.7 3.8	2 8.3 16.7 0.9	24 11.3
	3.	1 2.3 4.3 0.5	3 6.8 20.0 1.4	20 45.5 20.4 9.4	18 40.9 30.0 8.5	2 4.5 11.8 0.9	1 2.3 11.1 0.5	3 6.8 17.6 1.4	19 43.2 19.0 8.9	19 43.2 25.3 8.9	2 4.5 16.7 0.9	44 20.7
	4.	3 5.0 13.0 1.4	5 8.3 33.3 2.3	30 50.0 30.6 14.1	18 30.0 30.0 8.5	4 6.7 23.5 1.9	2 3.3 22.2 0.9	6 10.0 35.3 2.8	29 48.3 29.0 13.6	19 31.7 25.3 8.9	4 6.7 33.3 1.9	60 28.2
	5.	12 16.7 52.2 5.6	4 5.6 26.7 1.9	31 43.1 31.6 14.6	17 23.6 28.3 8.0	8 11.1 47.1 3.8	3 4.2 33.3 1.4	6 8.3 35.3 2.8	38 52.8 38.0 17.8	23 31.9 30.7 10.8	2 2.8 16.7 0.9	72 33.8
	COLUMN TOTAL	23 10.8	15 7.0	98 46.0	60 28.2	17 8.0	9 4.2	17 8.0	100 46.9	75 35.2	12 5.6	213 100.0

NOTE 1: THE HORIZONTAL SCALE: "No Response (0), Not Effective (1), Somewhat Effective (2), Moderately Effective (3), Very Effective (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50A.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved (1)––Very Involved (5)" is the same for Tables 38A–C through 50A–C.

TABLE IV-49B

Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Project Evaluation to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Improving Attitudes Toward School

HORIZONTAL: in order: Project Staff Questionnaire, questons 28 – perception of effectiveness, (no response, little improvement – great improvement, not applicable); Parent Committee Questionnaire, question 26 – perception of effectiveness, (no response, little improvement – great improvement, not applicable);

VERTICAL: degree of involvement in project evaluation by parent committee members – see Project Director Guide, question 47

COUNT ROW PCT COL PCT TOT PCT	STAFF28					PC26						ROW TOTAL
PD47L	0.	2.	3.	4.	5.	0.	1.	2.	3.	4.	5.	
0.	2 22.2 8.7 0.9	2 22.2 20.0 0.9	2 22.2 2.0 0.9	1 11.1 1.3 0.5	2 22.2 50.0 0.9	1 11.1 10.0 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 55.6 4.7 2.3	3 33.3 4.0 1.4	0 0.0 0.0 0.0	9 4.2
1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 100.0 4.0 1.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 25.0 7.1 0.5	2 50.0 1.9 0.9	0 0.0 0.0 0.0	1 25.0 14.3 0.5	4 1.9
2.	5 20.8 21.7 2.3	1 4.2 10.0 0.5	9 37.5 9.1 4.2	8 33.3 10.4 3.8	1 4.2 25.0 0.5	2 8.3 20.0 0.9	0 0.0 0.0 0.0	2 8.3 14.3 0.9	10 41.7 9.4 4.7	10 41.7 13.3 4.7	0 0.0 0.0 0.0	24 11.3
3.	1 2.3 4.3 0.5	2 4.5 20.0 0.9	19 43.2 19.2 8.9	22 50.0 28.6 10.3	0 0.0 0.0 0.0	1 2.3 10.0 0.5	0 0.0 0.0 0.0	4 9.1 28.6 1.9	26 59.1 24.5 12.2	11 25.0 14.7 5.2	2 4.5 28.6 0.9	44 20.7
4.	3 5.0 13.0 1.4	2 3.3 20.0 0.9	37 61.7 37.4 17.4	18 30.0 23.4 8.5	0 0.0 0.0 0.0	2 3.3 20.0 0.9	0 0.0 0.0 0.0	4 6.7 28.6 1.9	29 48.3 27.4 13.6	23 38.3 30.7 10.8	2 3.3 28.6 0.9	60 28.2
5.	12 16.7 52.2 5.6	3 4.2 30.0 1.4	28 38.9 28.3 13.1	28 38.9 36.4 13.1	1 1.4 25.0 0.5	4 5.6 40.0 1.9	1 1.4 100.0 0.5	3 4.2 21.4 1.4	34 47.2 32.1 16.0	28 38.9 37.3 13.1	2 2.8 28.6 0.9	72 33.8
COLUMN TOTAL	23 10.8	10 4.7	99 46.5	77 36.2	4 1.9	10 4.7	1 0.5	14 6.6	106 49.8	75 35.2	7 3.3	213 100.0

NOTE 1: THE HORIZONTAL SCALE: "No Response (0), No Improvement (1), Little Improvement (2), Moderate Improvement (3), Great Improvement (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50B.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved (1)——Very Involved (5)" is the same for Tables 38A–C through 50A–C.

TABLE IV-49C
Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Project Evaluation to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Developing a More Favorable Self-Concept

HORIZONTAL: in order: Project Staff Questionnaire, question 29 – perception of effectiveness, (no response, little – considerably, not applicable); Parent Committee Questionnaire, question 27 – perception of effectiveness, (no response, little – considerably, not applicable);

VERTICAL: degree of involvement in project evaluation by parent committee members – see Project Director Guide, question 47

	STAFF29					PC27					ROW TOTAL
PD47L	COUNT ROW PCT COL PCT TOT PCT										
	0.	2.	3.	4.	5.	0.	2.	3.	4.	5.	
0.	2 22.2 8.7 0.9	0 0.0 0.0 0.0	3 33.3 4.2 1.4	3 33.3 2.7 1.4	1 11.1 25.0 0.5	1 11.1 11.1 0.5	0 0.0 0.0 0.0	5 55.6 6.2 2.3	3 33.3 2.6 1.4	0 0.0 0.0 0.0	9 4.2
1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 50.0 2.8 0.9	2 50.0 1.8 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 100.0 4.9 1.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 1.9
2.	5 20.8 21.7 2.3	1 4.2 33.3 0.5	7 29.2 9.7 3.3	10 41.7 9.0 4.7	1 4.2 25.0 0.5	2 8.3 22.2 0.9	1 4.2 16.7 0.5	10 41.7 12.3 4.7	11 45.8 9.6 5.2	0 0.0 0.0 0.0	24 11.3
3.	1 2.3 4.3 0.5	0 0.0 0.0 0.0	14 31.8 19.4 6.6	28 63.6 25.2 13.1	1 2.3 25.0 0.5	1 2.3 11.1 0.5	2 4.5 33.3 0.9	14 31.8 17.3 6.6	27 61.4 23.5 12.7	0 0.0 0.0 0.0	44 20.7
4.	3 5.0 13.0 1.4	1 1.7 33.3 0.5	25 41.7 34.7 11.7	30 50.0 27.0 14.1	1 1.7 25.0 0.5	2 3.3 22.2 0.9	2 3.3 33.3 0.9	21 35.0 25.9 9.9	33 55.0 28.7 15.5	2 3.3 100.0 0.9	60 28.2
5.	12 16.7 52.2 5.6	1 1.4 33.3 0.5	21 29.2 29.2 9.9	38 52.8 34.2 17.8	0 0.0 0.0 0.0	3 4.2 33.3 1.4	1 1.4 16.7 0.5	27 37.5 33.3 12.7	41 56.9 35.7 19.2	0 0.0 0.0 0.0	72 33.8
COLUMN TOTAL	23 10.8	3 1.4	72 33.8	111 52.1	4 1.9	9 4.2	6 2.8	81 38.0	115 54.0	2 0.9	213 100.0

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NOTE 1: THE HORIZONTAL SCALE: "No Response (0), Negligible (1), Little (2), Moderately (3), Considerably (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50C.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved(1)––Very Involved (5) is the same for Tables 38A–C through 50A–C.

TABLE IV-50A

Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Final Report Development to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Helping to Overcome Academic Deficiencies

HORIZONTAL: in order: Project Staff Questionnaire, question 26 – perception of effectivenss, (no response, somewhat effective – very effective, not applicable); Parent Committee Questionnaire, question 24 – perception of effectiveness, (no response, somewhat effective – very effective, not applicable);

VERTICAL: degree of involvement in final report development by parent committee members – see Project Director Guide, question 47

PD47M	COUNT ROW PCT COL PCT TOT PCT	STAFF26 0.	2.	3.	4.	5.	PC24 0.	2.	3.	4.	5.	ROW TOTAL
	0.	2 22.2 8.7 0.9	1 11.1 6.7 0.5	6 66.7 6.1 2.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 11.1 11.1 0.5	0 0.0 0.0 0.0	2 22.2 2.0 0.9	4 44.4 5.3 1.9	2 22.2 16.7 0.9	9 4.2
	1.	1 20.0 4.3 0.5	0 0.0 0.0 0.0	3 60.0 3.1 1.4	1 20.0 1.7 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 40.0 2.0 0.9	3 60.0 4.0 1.4	0 0.0 0.0 0.0	5 2.3
	2.	4 16.0 17.4 1.9	2 8.0 13.3 0.9	11 44.0 11.2 5.2	4 16.0 6.7 1.9	4 16.0 23.5 1.9	0 0.0 0.0 0.0	4 16.0 23.5 1.9	9 36.0 9.0 4.2	9 36.0 12.0 4.2	3 12.0 25.0 1.4	25 11.7
	3.	1 2.4 4.3 0.5	2 4.8 13.3 0.9	19 45.2 19.4 8.9	15 35.7 25.0 7.0	5 11.9 29.4 2.3	2 4.8 22.2 0.9	3 7.1 17.6 1.4	20 47.6 20.0 9.4	17 40.5 22.7 8.0	0 0.0 0.0 0.0	42 19.7
	4.	6 9.4 26.1 2.8	5 7.8 33.3 2.3	31 48.4 31.6 14.6	20 31.3 33.3 9.4	2 3.1 11.8 0.9	3 4.7 33.3 1.4	5 7.8 29.4 2.3	34 53.1 34.0 16.0	16 25.0 21.3 7.5	6 9.4 50.0 2.8	64 30.0
	5.	9 13.2 39.1 4.2	5 7.4 33.3 2.3	28 41.2 28.6 13.1	20 29.4 33.3 9.4	6 8.8 35.3 2.8	3 4.4 33.3 1.4	5 7.4 29.4 2.3	33 48.5 33.0 15.5	26 38.2 34.7 12.2	1 1.5 8.3 0.5	68 31.9
	COLUMN TOTAL	23 10.8	15 7.0	98 46.0	60 28.2	17 8.0	9 4.2	17 8.0	100 46.9	75 35.2	12 5.6	213 100.0

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NOTE 1: **THE HORIZONTAL SCALE: "No Response (0), Not Effective (1), Somewhat Effective (2), Moderately Effective (3), Very Effective (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50A.**

NOTE 2: **THE VERTICAL SCALE: "No Response (0), Not Involved (1)––Very Involved (5)" is the same for Tables 38A–C through 50A–C.**

TABLE IV-50B

Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Final Report Development to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Improving Attitudes Toward School

HORIZONTAL: in order: Project Staff Questionnaire, question 28 – perception of effectiveness, (no response, little improvement – great improvement, not applicable); Parent Committee Questionnaire, question 26 – perception of effectiveness, (no response, little improvement – great improvement, not applicable);

VERTICAL: degree of involvement in final report development by parent committee members – see Project Director Guide, question 47

COUNT ROW PCT COL PCT TOT PCT	STAFF28 0.	2.	3.	4.	5.	PC26 0.	1.	2.	3.	4.	5.	ROW TOTAL
PD47M												
0.	2 22.2 8.7 0.9	2 22.2 20.0 0.9	2 22.2 2.0 0.9	1 11.1 1.3 0.5	2 22.2 50.0 0.9	1 11.1 10.0 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 55.6 4.7 2.3	3 33.3 4.0 1.4	0 0.0 0.0 0.0	9 4.2
1.	1 20.0 4.3 0.5	0 0.0 0.0 0.0	2 40.0 2.0 0.9	2 40.0 2.6 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 60.0 2.8 1.4	1 20.0 1.3 0.5	1 20.0 14.3 0.5	5 2.3
2.	4 16.0 17.4 1.9	1 4.0 10.0 0.5	15 60.0 15.2 7.0	5 20.0 6.5 2.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 16.0 28.6 1.9	15 60.0 14.2 7.0	6 24.0 8.0 2.8	0 0.0 0.0 0.0	25 11.7
3.	1 2.4 4.3 0.5	2 4.8 20.0 0.9	20 47.6 20.2 9.4	18 42.9 23.4 8.5	1 2.4 25.0 0.5	2 4.8 20.0 0.9	0 0.0 0.0 0.0	2 4.8 14.3 0.9	21 50.0 19.8 9.9	15 35.7 20.0 7.0	2 4.8 28.6 0.9	42 19.7
4.	6 9.4 26.1 2.8	4 6.3 40.0 1.9	31 48.4 31.3 14.6	23 35.9 29.9 10.8	0 0.0 0.0 0.0	3 4.7 30.0 1.4	1 1.6 100.0 0.5	3 4.7 21.4 1.4	33 51.6 31.1 15.5	21 32.8 28.0 9.9	3 4.7 42.9 1.4	64 30.0
5.	9 13.2 39.1 4.2	1 1.5 10.0 0.5	29 42.6 29.3 13.6	28 41.2 36.4 13.1	1 1.5 25.0 0.5	4 5.9 40.0 1.9	0 0.0 0.0 0.0	5 7.4 35.7 2.3	29 42.6 27.4 13.6	29 42.6 38.7 13.6	1 1.5 14.3 0.5	68 31.9
COLUMN TOTAL	23 10.8	10 4.7	99 46.5	77 36.2	4 1.9	10 4.7	1 0.5	14 6.6	106 49.8	75 35.2	7 3.3	213 100.0

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NOTE 1: THE HORIZONTAL SCALE: "No Response (0), No Improvement (1), Little Improvement (2), Moderate Improvement (3), Great Improvement (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50B.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved (1)——Very Involved (5)" is the same for Tables 38A–C through 50A–C.

TABLE IV-50C

Crosstabulation of the Extent of Involvement of Parent Committee Members Involved in Final Report Development to Perceptions by Staff and Parent Committee of the Effectiveness of the Project in Developing a More Favorable Self-Concept

HORIZONTAL: in order: Project Staff Questionnaire, question 29 – perception of effectiveness, (no response, little – considerably, not applicable); Parent Committee Questionnaire, question 27 – perception of effectiveness, (no response, little – considerably, not applicable);

VERTICAL: degree of involvement in final report development by parent committee members – see Project Director Guide, question 47

PD47M	COUNT ROW PCT COL PCT TOT PCT	STAFF29					PC27					ROW TOTAL
		0.	2.	3.	4.	5.	0.	2.	3.	4.	5.	
	0.	2 22.2 8.7 0.9	0 0.0 0.0 0.0	3 33.3 4.2 1.4	3 33.3 2.7 1.4	1 11.1 25.0 0.5	1 11.1 11.1 0.5	0 0.0 0.0 0.0	5 55.6 6.2 2.3	3 33.3 2.6 1.4	0 0.0 0.0 0.0	9 4.2
	1.	1 20.0 4.3 0.5	0 0.0 0.0 0.0	1 20.0 1.4 0.5	3 60.0 2.7 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 60.0 3.7 1.4	2 40.0 1.7 0.9	0 0.0 0.0 0.0	5 2.3
	2.	4 16.0 17.4 1.9	1 4.0 33.3 0.5	7 28.0 9.7 3.3	13 52.0 11.7 6.1	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 4.0 16.7 0.5	9 36.0 11.1 4.2	15 60.0 13.0 7.0	0 0.0 0.0 0.0	25 11.7
	3.	1 2.4 4.3 0.5	0 0.0 0.0 0.0	14 33.3 19.4 6.6	25 59.5 22.5 11.7	2 4.8 50.0 0.9	2 4.8 22.2 0.9	2 4.8 33.3 0.9	11 26.2 13.6 5.2	26 61.9 22.6 12.2	1 2.4 50.0 0.5	42 19.7
	4.	6 9.4 26.1 2.8	1 1.6 33.3 0.5	23 35.9 31.9 10.8	34 53.1 30.6 16.0	0 0.0 0.0 0.0	3 4.7 33.3 1.4	2 3.1 33.3 0.9	30 46.9 37.0 14.1	28 43.8 24.3 13.1	1 1.6 50.0 0.5	64 30.0
	5.	9 13.2 39.1 4.2	1 1.5 33.3 0.5	24 35.3 33.3 11.3	33 48.5 29.7 15.5	1 1.5 25.0 0.5	3 4.4 33.3 1.4	1 1.5 16.7 0.5	23 33.8 28.4 10.8	41 60.3 35.7 19.2	0 0.0 0.0 0.0	68 31.9
	COLUMN TOTAL	23 10.8	3 1.4	72 33.8	111 52.1	4 1.9	9 4.2	6 2.8	81 38.0	115 54.0	2 0.9	213 100.0

NOTE 1: THE HORIZONTAL SCALE: "No Response (0), Negligible (1), Little (2), Moderately (3), Considerably (4), Not Applicable (5)" for both the Staff Questionnaire and the Parent Committee Guide is applicable for Tables 38–50C.

NOTE 2: THE VERTICAL SCALE: "No Response (0), Not Involved(1)––Very Involved (5) is the same for Tables 38A–C through 50A–C.

TABLE IV-51

Crosstabulation of Activities in Which Parent Committee Members Reported Involvement With Perceptions of Effecdiveness by Staff and Parent Committee Members of Activities Designed to Assist in Overcoming Academic Deficiencies, to Improve Attitudes Toward School, and to Develop a More Favorable Self-Concept

HORIZONTAL: activities of involvement – see Parent Committee Guide, question 13;

VERTICAL: perceived effectiveness by staff and parents – in order, see Project Staff Questionnaire, question 26 and Parent Committee Guide, question 24 (somewhat effective – very effective, not applicable), Project Staff Questionnaire, question 28 and Parent Committee Guide, question 26 (little improvement – great improvement, not applicable), Project Staff Questionnaire, question 29 and Parent Committee Guide, question 27 (little – considerably, not applicable)

COUNT ROW PCT COL PCT TOT PCT	PC1301 Staff Rec.	Curr. Dec.	Pupil Select.	Pub. Rel.	Prop. Dev.	Bud. Rev.	Assist. Inst.	Needs Ass.	Prop. Rev.	Est. Obj.	Proj. Mon.	Proj. Eval.	Final Rept.	Other	ROW TOTAL
STAFF26															
0. No Response	14 60.9 7.7 6.6	13 56.5 7.4 6.1	11 47.8 8.1 5.2	16 69.6 8.8 7.5	18 78.3 9.0 8.5	17 73.9 8.4 8.0	11 47.8 7.6 5.2	15 65.2 7.8 7.0	17 73.9 8.5 8.0	17 73.9 8.6 8.0	15 65.2 8.2 7.0	14 60.9 7.7 6.6	15 65.2 8.1 7.0	1 4.3 3.1 0.5	23 10.8
2. SOMEWHAT EFFECTI	15 100.0 8.2 7.0	12 80.0 6.8 5.6	10 66.7 7.4 4.7	10 66.7 5.5 4.7	15 100.0 7.5 7.0	15 100.0 7.4 7.0	11 73.3 7.6 5.2	15 100.0 7.8 7.0	15 100.0 7.5 7.0	14 93.3 7.1 6.6	11 73.3 6.0 5.2	12 80.0 [illegible] [illegible]	14 93.3 7.5 6.6	4 26.7 12.5 1.9	15 7.0
3. MODERATELY EFFEC	84 85.7 45.9 39.4	82 83.7 46.6 38.5	60 61.2 44.1 28.2	86 87.8 47.5 40.4	93 94.9 46.5 43.7	94 95.9 46.5 44.1	63 64.3 [illegible] 29.6	89 90.8 46.4 41.8	94 95.9 47.0 44.1	93 94.9 47.2 43.7	84 85.7 46.2 39.4	84 85.7 46.2 39.4	84 85.7 45.2 39.4	12 12.2 37.5 5.6	98 46.0
4. VERY EFFECTIVE	54 90.0 29.5 25.4	54 90.0 29.7 25.4	42 70.0 30.9 19.7	54 90.0 29.8 25.4	57 95.0 28.5 26.8	59 98.3 29.2 27.7	46 76.7 31.7 21.6	57 95.0 29.7 26.8	57 95.0 28.5 26.8	56 93.3 28.4 26.3	55 91.7 30.2 25.8	55 91.7 30.2 25.8	56 93.3 30.1 26.3	9 15.0 28.1 4.2	60 28.2
5. NOT APPLICABLE	16 94.1 8.7 7.5	15 88.2 8.5 7.0	13 76.5 9.6 6.1	15 88.2 8.3 7.0	17 100.0 8.5 8.0	17 100.0 8.4 8.0	14 82.4 9.7 6.6	16 94.1 8.3 7.5	17 100.0 8.5 8.0	17 100.0 8.6 8.0	17 100.0 9.3 8.0	17 100.0 9.3 8.0	17 100.0 9.1 8.0	6 35.3 18.8 2.8	17 8.0
PC24															
0. No Response	1 11.1 0.5 0.5	1 11.1 0.6 0.5	1 11.1 0.7 0.5	1 11.1 0.6 0.5	1 11.1 0.5 0.5	1 11.1 0.5 0.5	0 0.0 0.0 0.0	1 11.1 0.5 0.5	1 11.1 0.5 0.5	1 11.1 0.5 0.5	1 11.1 0.5 0.5	1 11.1 0.5 0.5	1 11.1 0.5 0.5	0 0.0 0.0 0.0	9 4.2
2. SOMEWHAT EFFECTI	14 82.4 7.7 6.6	13 76.5 7.4 6.1	9 52.9 6.6 4.2	12 70.6 6.6 5.6	16 94.1 8.0 7.5	17 100.0 8.4 8.0	8 47.1 5.5 3.8	12 70.6 6.2 5.6	16 94.1 8.0 7.5	15 88.2 7.6 7.0	13 76.5 7.1 6.1	11 64.7 6.0 5.2	12 70.6 6.5 5.6	1 5.9 3.1 0.5	17 8.0
3. MODERATELY EFFEC	96 96.0 52.5 45.1	86 86.0 48.6 40.4	70 70.0 51.5 32.9	90 90.0 49.7 42.3	100 100.0 50.0 46.9	99 99.0 49.0 46.5	74 74.0 51.0 34.7	98 98.0 51.0 46.0	98 98.0 49.0 46.0	97 97.0 49.2 45.5	92 92.0 50.5 43.2	95 95.0 52.2 44.6	97 97.0 52.2 45.5	17 17.0 53.1 8.0	100 46.9
4. VERY EFFECTIVE	62 82.7 33.9 29.1	67 89.3 38.1 31.5	48 64.0 35.3 22.5	68 90.7 37.6 31.9	71 94.7 35.5 33.3	73 97.3 36.1 34.3	53 70.7 36.6 24.9	70 93.3 36.5 32.9	73 97.3 36.5 34.3	72 96.0 36.5 33.8	64 85.3 35.2 30.0	63 84.0 34.6 29.6	65 86.7 34.9 30.5	11 14.7 34.4 5.2	75 35.2
5. NOT APPLICABLE	10 83.3 5.5 4.7	9 75.0 5.1 4.2	8 66.7 5.9 3.8	10 83.3 5.5 4.7	12 100.0 6.0 5.6	12 100.0 5.9 5.6	10 83.3 6.9 4.7	11 91.7 5.7 5.2	12 100.0 6.0 5.6	12 100.0 6.1 5.6	12 100.0 6.6 5.6	12 100.0 6.6 5.6	11 91.7 5.9 5.2	3 25.0 9.4 1.4	12 5.6
STAFF28															
0. No Response	14 60.9 7.7 6.6	13 56.5 7.4 6.1	11 47.8 8.1 5.2	16 69.6 8.8 7.5	18 78.3 9.0 8.5	17 73.9 8.4 8.0	11 47.8 7.6 5.2	15 65.2 7.8 7.0	17 73.9 8.5 8.0	17 73.9 8.6 8.0	15 65.2 8.2 7.0	14 60.9 7.7 6.6	15 65.2 8.1 7.0	1 4.3 3.1 0.5	23 10.8
2. LITTLE IMPROVE	9 90.0 4.9 4.2	8 80.0 4.5 3.8	6 60.0 4.4 2.8	6 60.0 3.3 2.8	10 100.0 5.0 4.7	10 100.0 5.0 4.7	9 90.0 6.2 4.2	10 100.0 5.2 4.7	10 100.0 5.0 4.7	10 100.0 5.1 4.7	8 80.0 4.4 3.8	10 100.0 5.5 4.7	10 100.0 5.4 4.7	3 30.0 9.4 1.4	10 4.7
3. MODERATE IMPROVE	90 90.9 49.2 42.3	81 81.8 46.0 38.0	62 62.6 45.6 29.1	89 89.9 49.2 41.8	96 97.0 48.0 45.1	96 97.0 47.5 45.1	69 69.7 47.6 32.4	92 92.9 47.9 43.2	95 96.0 47.5 44.6	92 92.9 46.7 43.2	88 88.9 48.4 41.3	85 85.9 46.7 39.9	86 86.9 46.2 40.4	15 15.2 46.9 7.0	99 46.5
4. GREAT IMPROVEMEN	69 89.6 37.7 32.4	71 92.2 40.3 33.3	56 72.7 41.2 26.3	67 87.0 37.0 31.5	73 94.8 36.5 34.3	76 98.7 37.6 35.7	56 72.7 38.6 26.3	73 94.8 38.0 34.3	75 97.4 37.5 35.2	75 97.4 38.1 35.2	69 89.6 37.9 32.4	72 93.5 39.6 33.8	73 94.8 39.2 34.3	13 16.9 40.6 6.1	77 36.2
5. NOT APPLICABLE	1 25.0 0.5 0.5	3 75.0 1.7 1.4	1 25.0 0.7 0.5	3 75.0 1.7 1.4	3 75.0 1.5 1.4	3 75.0 1.5 1.4	3 75.0 2.1 1.4	2 50.0 1.0 0.9	3 75.0 1.5 1.4	3 75.0 1.5 1.4	2 50.0 1.1 0.9	1 25.0 0.5 0.5	2 50.0 1.1 0.9	0 0.0 0.0 0.0	4 1.9

TABLE IV-51 (continued)

Crosstabulation of Activities in Which Parent Committee Members Reported Involvement With Perceptions of Effectiveness by Staff and Parent Committee Members of Activities Designed to Assist in Overcoming Academic Deficiencies, to Improve Attitudes Toward School, and to Develop a More Favorable Self-Concept

HORIZONTAL: activities of involvement – see Parent Committee Guide, question 13;
VERTICAL: perceived effectiveness by staff and parents – in order, see Project Staff Questionnaire, question 26 and Parent Committee Guide, question 24 (somewhat effective – very effective, not applicable), Project Staff Questionnaire, question 28 and Parent Committee Guide, question 26 (little improvement – great improvement, not applicable), Project Staff Questionnaire, question 29 and Parent Committee Guide, question 27 (little – considerably, not applicable)

COUNT ROW PCT COL PCT TOT PCT	PC1301 Staff Rec.	Curr. Dec.	Pupil Select.	Pub. Rel.	Prop. Dev.	Bud. Rev.	Assist. Inst.	Needs Ass.	Prop. Rev.	Est. Obj.	Proj. Mon.	Proj. Eval.	Final Rept.	Other	ROW TOTAL
PC26 0. No Response	1 10.0 0.5 0.5	1 10.0 0.6 0.5	1 10.0 0.7 0.5	1 10.0 0.6 0.5	2 20.0 1.0 0.9	1 10.0 0.5 0.5	0 0.0 0.0 0.0	1 10.0 0.5 0.5	1 10.0 0.5 0.5	1 10.0 0.5 0.5	1 10.0 0.5 0.5	1 10.0 0.5 0.5	1 10.0 0.5 0.5	0 0.0 0.0 0.0	10 4.7
1. NO IMPROVEMENT	1 100.0 0.5 0.5	1 100.0 0.6 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 0.5 0.5	1 100.0 0.5 0.5	1 100.0 0.7 0.5	1 100.0 0.5 0.5	1 100.0 0.5 0.5	1 100.0 0.5 0.5	1 100.0 0.5 0.5	1 100.0 0.5 0.5	1 100.0 0.5 0.5	0 0.0 0.0 0.0	1 0.5
2. LITTLE IMPROVEMENT	11 78.6 6.0 5.2	12 85.7 6.8 5.6	10 71.4 7.4 4.7	11 78.6 6.1 5.2	13 92.9 6.5 6.1	14 100.0 6.9 6.6	7 50.0 4.8 3.3	11 78.6 5.7 5.2	13 92.9 6.5 6.1	12 85.7 6.1 5.6	12 85.7 6.6 5.6	12 85.7 6.6 5.6	11 78.6 5.9 5.2	5 35.7 15.6 2.3	14 6.6
3. MODERATE IMPROVE	96 90.6 52.5 45.1	88 83.0 50.0 41.3	70 66.0 51.5 32.9	93 87.7 51.4 43.7	103 97.2 51.5 48.4	105 99.1 52.0 49.3	78 73.6 53.8 36.6	100 94.3 52.1 46.9	104 98.1 52.0 48.8	103 97.2 52.3 48.4	95 89.6 52.2 44.6	94 88.7 51.6 44.1	98 92.5 52.7 46.0	9 8.5 28.1 4.2	106 49.8
4. GREAT IMPROVEMENT	68 90.7 37.2 31.9	68 90.7 38.6 31.9	51 68.0 37.5 23.9	70 93.3 38.7 32.9	74 98.7 37.0 34.7	74 98.7 36.6 34.7	54 72.0 37.2 25.4	72 96.0 37.5 33.8	74 98.7 37.0 34.7	73 97.3 37.1 34.3	66 88.0 36.3 31.0	67 89.3 36.8 31.5	70 93.3 37.6 32.9	18 24.0 56.3 8.5	75 35.2
5. NOT APPLICABLE	6 85.7 3.3 2.8	6 85.7 3.4 2.8	4 57.1 2.9 1.9	6 85.7 3.3 2.8	7 100.0 3.5 3.3	7 100.0 3.5 3.3	5 71.4 3.4 2.3	7 100.0 3.6 3.3	7 100.0 3.5 3.3	7 100.0 3.6 3.3	7 100.0 3.8 3.3	7 100.0 3.8 3.3	5 71.4 2.7 2.3	0 0.0 0.0 0.0	7 3.3
PC27 0. No Response	1 11.1 0.5 0.5	1 11.1 0.6 0.5	1 11.1 0.7 0.5	1 11.1 0.6 0.5	1 11.1 0.5 0.5	1 11.1 0.5 0.5	0 0.0 0.0 0.0	1 11.1 0.5 0.5	1 11.1 0.5 0.5	1 11.1 0.5 0.5	1 11.1 0.5 0.5	1 11.1 0.5 0.5	1 11.1 0.5 0.5	0 0.0 0.0 0.0	9 4.2
2. LITTLE	3 50.0 1.6 1.4	4 66.7 2.3 1.9	3 50.0 2.2 1.4	3 50.0 1.7 1.4	5 83.3 2.5 2.3	5 83.3 2.5 2.3	4 66.7 2.8 1.9	2 33.3 1.0 0.9	4 66.7 2.0 1.9	4 66.7 2.0 1.9	3 50.0 1.6 1.4	2 33.3 1.1 0.9	2 33.3 1.1 0.9	1 16.7 3.1 0.5	6 2.8
3. MODERATELY	72 88.9 39.3 33.8	67 82.7 38.1 31.5	51 63.0 37.5 23.9	65 80.2 35.9 30.5	80 98.8 40.0 37.6	81 100.0 40.1 38.0	55 67.9 37.9 25.8	78 96.3 40.6 36.6	79 97.5 39.5 37.1	73 90.1 37.1 34.3	72 88.9 39.6 33.8	70 86.4 38.5 32.9	78 96.3 41.9 36.6	11 13.6 34.4 5.2	81 38.0
4. CONSIDERABLY	105 91.3 57.4 49.3	102 88.7 58.0 47.9	79 68.7 58.1 37.1	110 95.7 60.8 51.6	112 97.4 56.0 52.6	113 98.3 55.9 53.1	85 73.9 58.6 39.9	109 94.8 56.8 51.2	114 99.1 57.0 53.5	112 97.4 56.9 52.6	104 90.4 57.1 48.8	107 93.0 58.8 50.2	104 90.4 55.9 48.8	19 16.5 59.4 8.9	115 54.0
5. NOT APPLICABLE	2 100.0 1.1 0.9	2 100.0 1.1 0.9	2 100.0 1.5 0.9	2 100.0 1.1 0.9	2 100.0 1.0 0.9	2 100.0 1.0 0.9	1 50.0 0.7 0.5	2 100.0 1.0 0.9	2 100.0 1.0 0.9	2 100.0 1.0 0.9	2 100.0 1.1 0.9	2 100.0 1.1 0.9	1 50.0 0.5 0.5	1 50.0 3.1 0.5	2 0.9
STAFF29 0. No Response	14 60.9 7.7 6.6	13 56.5 7.4 6.1	11 47.8 8.1 5.2	16 69.6 8.8 7.5	18 78.3 9.0 8.5	17 73.9 8.4 8.0	11 47.8 7.6 5.2	15 65.2 7.8 7.0	17 73.9 8.5 8.0	17 73.9 8.6 8.0	15 65.2 8.2 7.0	14 60.9 7.7 6.6	15 65.2 8.1 7.0	1 4.3 3.1 0.5	23 10.8
2. LITTLE	3 100.0 1.6 1.4	2 66.7 1.1 0.9	1 33.3 0.7 0.5	1 33.3 0.6 0.5	3 100.0 1.5 1.4	3 100.0 1.5 1.4	1 33.3 0.7 0.5	3 100.0 1.6 1.4	3 100.0 1.5 1.4	2 66.7 1.0 0.9	2 66.7 1.1 0.9	1 33.3 0.5 0.5	3 100.0 1.6 1.4	0 0.0 0.0 0.0	3 1.4
3. MODERATELY	61 84.7 33.3 28.6	58 80.6 33.0 27.2	45 62.5 33.1 21.1	61 84.7 33.7 28.6	68 94.4 34.0 31.9	69 95.8 34.2 32.4	48 66.7 33.1 22.5	66 91.7 34.4 31.0	67 93.1 33.5 31.5	66 91.7 33.5 31.0	60 83.3 33.0 28.2	60 83.3 33.0 28.2	60 83.3 32.3 28.2	13 18.1 40.6 6.1	72 33.8
4. CONSIDERABLY	103 92.8 56.3 48.4	100 90.1 56.8 46.9	76 68.5 55.9 35.7	100 90.1 55.2 46.9	108 97.3 54.0 50.7	110 99.1 54.5 51.6	83 74.8 57.2 39.0	107 96.4 55.7 50.2	110 99.1 55.0 51.6	109 98.2 55.3 51.2	103 92.8 56.6 48.4	105 94.6 57.7 49.3	105 94.6 56.5 49.3	18 16.2 56.3 8.5	111 52.1
5. NOT APPLICABLE	2 50.0 1.1 0.9	3 75.0 1.7 1.4	3 75.0 2.2 1.4	3 75.0 1.7 1.4	3 75.0 1.5 1.4	3 75.0 1.5 1.4	2 50.0 1.4 0.9	1 25.0 0.5 0.5	3 75.0 1.5 1.4	3 75.0 1.5 1.4	2 50.0 1.1 0.9	2 50.0 1.1 0.9	3 75.0 1.6 1.4	0 0.0 0.0 0.0	4 1.9
COLUMN TOTAL	183 85.9	176 82.6	136 63.8	181 85.0	200 93.9	202 94.8	145 68.1	192 90.1	200 93.9	197 92.5	182 85.4	182 85.4	186 87.3	32 15.0	213 100.0

TABLE IV-52

Crosstabulation of School District Size Within Density Strata With Perceptions of Effectiveness by Staff and Parent Committee Members of Project Activities Designed to Aid in Overcoming Academic Deficiencies and in the Provision of Supplemental Services

HORIZONTAL: in order: "effectiveness in helping to overcome academic deficiencies" – see Project Staff Questionnaire, question 26 and Parent Committee Guide, question 24 (no response, somewhat effective – very effective, not applicable); "effectiveness in the provision of supplemental services" – see Project Staff Questionnaire, question 28 and Parent Committee Guide, question 25 (no response, somewhat effective – very effective, not applicable)

VERTICAL: density strata – see sample design

COUNT ROW PCT COL PCT TOT PCT	STAFFCS 0.	SOMEWHAT EFFECTI 2.	MODERATE LY EFFEC 3.	VERY EFF ECTIVE 4.	NOT APPL ICABLE 5.	PC2- 0.	SOMEWHAT EFFECTI 2.	MODERATE LY EFFEC 3.	VERY EFF ECTIVE 4.	NOT AP ICABLE
EACDE										
URBAN 0.	[illegible]	1 7.7 33.3 [illegible]	[illegible]	[illegible]	[illegible]	1 7.7 [illegible] 1.7	[illegible] 23.1 [illegible] [illegible]	[illegible] 23.1 10.3 [illegible]	[illegible] [illegible] 25.6 10.3	0 0.0 0.0 0.0
301 TO 5000 2.	1 33.3 [illegible] 1.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	[illegible] 33.3 [illegible] 1.7	1 33.3 16.7 1.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 33.3 [illegible] 1.7	1 33.3 [illegible] 1.7	1 33.3 50.0 1.7
5001 TO 20000 3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	[illegible] [illegible] 16.7 6.9	5 [illegible] [illegible] 8.6	[illegible] [illegible] 33.3 [illegible]	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 63.6 [illegible] 12.1	4 [illegible] [illegible] [illegible]	0 0.0 0.0 0.0
20001 TO 50000 4.	0 0.0 0.0 0.0	[illegible] 11.8 [illegible] [illegible]	[illegible]	[illegible] 23.5 [illegible] [illegible]	1 5.9 16.7 1.7	0 0.0 0.0 0.0	1 5.9 [illegible] 1.7	10 [illegible] [illegible] [illegible]	5 29.4 [illegible] [illegible]	1 5.9 50.0 1.7
ABOVE 50000 5.	1 7.1 [illegible] 1.7	0 0.0 0.0 0.0	5 35.7 20.8 [illegible]	[illegible] 42.9 30.0 [illegible]	[illegible] [illegible] 33.3 [illegible]	0 0.0 0.0 0.0	1 7.1 [illegible] 1.7	[illegible] 57.1 27.6 [illegible]	[illegible] 35.7 [illegible] [illegible]	0 0.0 0.0 0.0
COLUMN TOTAL	5 [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1 1.7	5 [illegible]	29 50.0	21 36.2	2 3.4
RURAL - HIGH 0.	4 [illegible] [illegible] [illegible]	0 0.0 0.0 0.0	[illegible] 50.0 [illegible] [illegible]	[illegible] 25.0 7.7 [illegible]	0 0.0 0.0 0.0	[illegible]	0 0.0 0.0 0.0	[illegible] 50.0 [illegible] [illegible]	2 [illegible] [illegible] 1.9	0 0.0 0.0 0.0
1 TO 300 1.	1 [illegible] [illegible] 1.0	0 0.0 0.0 0.0	3 60.0 [illegible] [illegible]	1 20.0 [illegible] 1.0	0 0.0 0.0 0.0	1 [illegible] [illegible] 1.0	0 0.0 0.0 0.0	2 [illegible] [illegible] 1.9	2 [illegible] [illegible] 1.9	0 0.0 0.0 0.0
301 TO 5000 2.	[illegible]	5 [illegible] [illegible] [illegible]	[illegible] [illegible] 78.7 [illegible]	[illegible] 28.5 [illegible] [illegible]	[illegible]	[illegible] [illegible] [illegible] 1.9	5 [illegible] [illegible] [illegible]	[illegible]	[illegible]	3 3.5 100.0 2.9
5001 TO 20000 3.	0 0.0 0.0 0.0	1 11.1 [illegible] 1.0	[illegible] 66.7 9.8 5.7	1 11.1 3.8 1.0	1 11.1 14.3 1.0	0 0.0 0.0 0.0	1 11.1 16.7 1.0	[illegible] 66.7 11.5 5.7	2 [illegible] [illegible] [illegible]	0 0.0 0.0 0.0
COLUMN TOTAL	[illegible]	[illegible]	61 58.1	[illegible]	7 6.7	[illegible]	6 5.7	[illegible]	[illegible]	3 2.9
RURAL - LOW 0.	[illegible] [illegible] 15.4 [illegible]	1 [illegible] 16.7 [illegible]	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	[illegible]	0 0.0 0.0 0.0	1 [illegible] [illegible] [illegible]	0 0.0 0.0 0.0	1 [illegible] 14.3 2.0
1 TO 300 1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 7.7 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 [illegible] 2.0	0 0.0 0.0 0.0
301 TO 5000 2.	[illegible] 32.1 [illegible] [illegible]	2 7.1 33.3 [illegible]	[illegible]	7 25.0 50.0 14.0	[illegible] 14.3 100.0 [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible] [illegible] 57.1 [illegible]
5001 TO 20000 3.	[illegible]	3 [illegible] [illegible] [illegible]	[illegible]	[illegible] 25.[illegible] [illegible] 12.0	[illegible]	[illegible]	[illegible] 11.[illegible] [illegible] [illegible]	[illegible]	7 [illegible] [illegible] [illegible]	[illegible] 11.[illegible] [illegible] [illegible]
20001 TO 50000 4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 [illegible] 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 [illegible] [illegible]	0 0.0 0.0 0.0	0 0.0 0.0 0.0
COLUMN TOTAL	13 26.0	6 12.0	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	7 14.0

TABLE IV-52 (continued)
Crosstabulation of School District Size Within Density Strata With Perceptions of Effectiveness by Staff and Parent Committee Members of Project Activities Designed to Aid in Overcoming Academic Deficiencies and in the Provision of Supplemental Services

HORIZONTAL: in order: "effectiveness in helping to overcome academic deficiencies" — see Project Staff Questionnaire, question 26 and Parent Committee Guide, question 24 (no response, somewhat effective — very effective, not applicable); "effectiveness in the provision of supplemental services" — see Project Staff Questionnaire, question 28 and Parent Committee Guide, question 25 (no response, somewhat effective — very effective, not applicable)

VERTICAL: density strata — see sample design

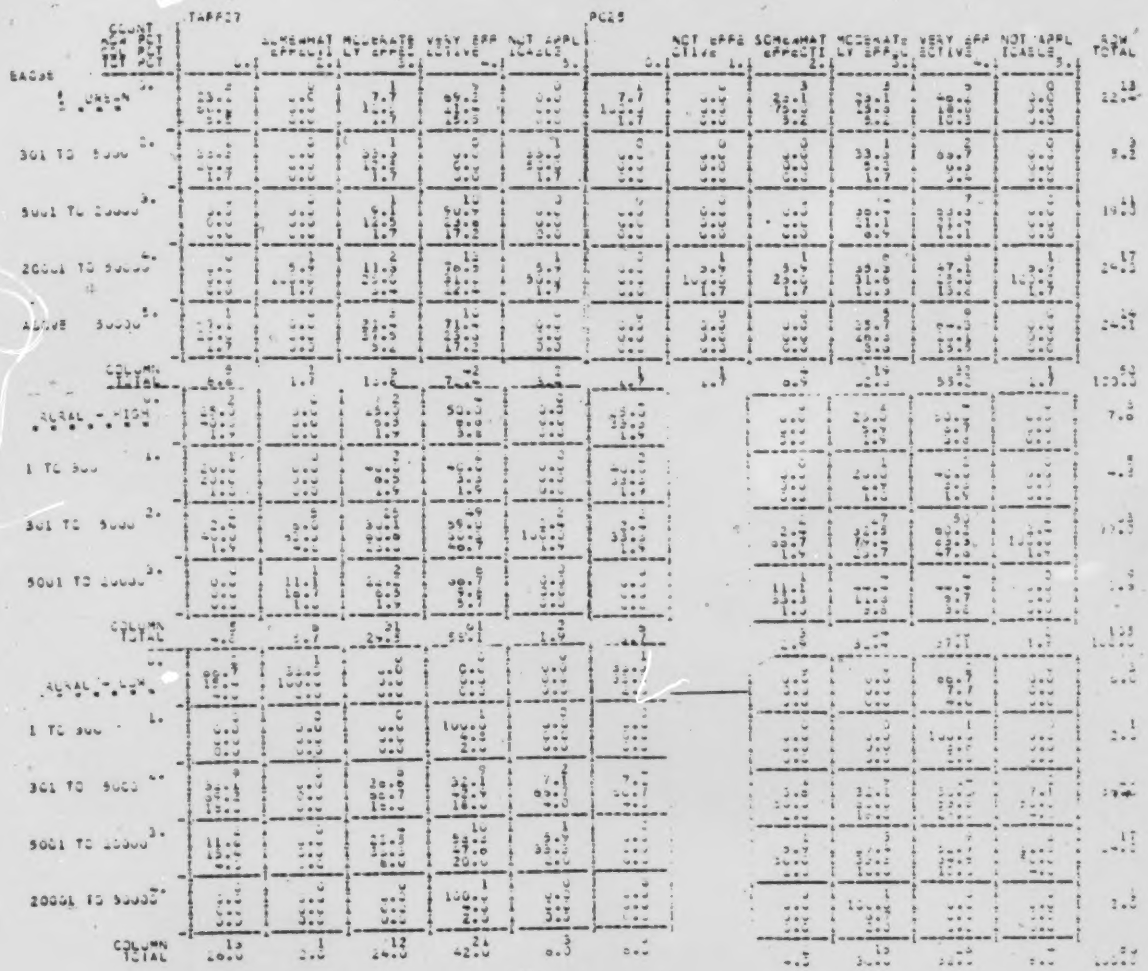

TABLE IV-53

Crosstabulation of Perceptions by Staff and Parent Committee Members Concerning the Effectiveness of the Project with Per Pupil Expenditures

HORIZONTAL: in order: degree of effectiveness in overcoming academic difficulties – see Project Staff Questionnaire, question 26; degree of effectiveness in provision of supplemental services – see Project Staff Questionnaire, question 27; degree of effectiveness in overcoming academic difficulties – see Parent Committee Guide, question 24; degree of effectiveness in provision of supplemental services – see Parent Committee Guide, question 25; degree of improvement in attitudes toward school – see Project Staff Questionnaire, question 28; degree of improvement in self-concept – see Staff Questionnaire, question 29; degree of improvement in attitudes toward school – see Parent Committee Guide, question 26; degree of improvement in self-concept – see Parent Committee Guide, question 27

VERTICAL: per pupil expenditure ($1–500, $500–1000, $1000–1500, $1500–2000, above $2000)

EFFECTIVE IN OVERCOMING ACADEMIC DIFFICULTIES

PPEXP	COUNT ROW PCT COL PCT TOT PCT	Staff 26 No Res.	Some. Eff.	Mod. Eff.	Very Eff.	Not App.	PC24 No Res.	Not Eff.	Some. Eff.	Mod. Eff.	Very Eff.	Not App.
	0.	8 25.0 34.8 3.8	3 9.4 20.0 1.4	12 37.5 12.2 5.6	8 25.0 13.3 3.8	1 3.1 5.9 0.5	4 12.5 44.4 1.9		3 9.4 17.6 1.4	11 34.4 11.0 5.2	12 37.5 16.0 5.6	2 6.3 16.7 0.9
1 TO 500	1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 1.0 0.5	1 50.0 1.7 0.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0		0 0.0 0.0 0.0	2 100.0 2.0 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0
500 TO 1000	2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 36.4 4.1 1.9	5 45.5 8.3 2.3	2 18.2 11.8 0.9	0 0.0 0.0 0.0		0 0.0 0.0 0.0	6 54.5 6.0 2.8	5 45.5 6.7 2.3	0 0.0 0.0 0.0
1000 TO 1500	3.	6 13.0 26.1 2.8	2 4.3 13.3 0.9	21 45.7 21.4 9.9	12 26.1 20.0 5.6	5 10.9 29.4 2.3	3 6.5 33.3 1.4		4 8.7 23.5 1.9	20 43.5 20.0 9.4	16 34.8 21.3 7.5	3 6.5 25.0 1.4
1500 TO 2000	4.	4 5.6 17.4 1.9	5 7.0 33.3 2.3	38 53.5 38.8 17.8	21 29.6 35.0 9.9	3 4.2 17.6 1.4	0 0.0 0.0 0.0		6 8.5 35.3 2.8	36 50.7 36.0 16.9	26 36.6 34.7 12.2	3 4.2 25.0 1.4
ABOVE 2000	5.	5 9.8 21.7 2.3	5 9.8 33.3 2.3	22 43.1 22.4 10.3	13 25.5 21.7 6.1	6 11.8 35.3 2.8	2 3.9 22.2 0.9		4 7.8 23.5 1.9	25 49.0 25.0 11.7	16 31.4 21.3 7.5	4 7.8 33.3 1.9
	COLUMN TOTAL	23 10.8	15 7.0	98 46.0	60 28.2	17 8.0	9 4.2		17 8.0	100 46.9	75 35.2	12 5.6

EFFECTIVE IN THE PROVISION OF SUPPLEMENTAL SERVICES

PPEXP	COUNT ROW PCT COL PCT TOT PCT	Staff 27 No Res.	Some. Eff.	Mod. Eff.	Very Eff.	Not App.	PC25 No Res.	Not Eff.	Some. Eff.	Mod. Eff.	Very Eff.	Not App.
	0.	8 25.0 34.8 3.8	2 6.3 25.0 0.9	5 15.6 9.8 2.3	17 53.1 13.7 8.0	0 0.0 0.0 0.0	4 12.5 40.0 1.9	0 0.0 0.0 0.0	3 9.4 33.3 1.4	9 28.1 13.2 4.2	16 50.0 13.6 7.5	0 0.0 0.0 0.0
1 TO 500	1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 1.6 0.9	0 0.0 0.0 0.0	0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 1.5 0.5	1 50.0 0.8 0.5	0 0.0 0.0 0.0
500 TO 1000	2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 36.4 7.8 1.9	7 63.6 5.6 3.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 36.4 5.9 1.9	6 54.5 5.1 2.8	1 9.1 14.3 0.5
1000 TO 1500	3.	6 13.0 26.1 2.8	2 4.3 25.0 0.9	10 21.7 19.6 4.7	27 58.7 21.8 12.7	1 2.2 14.3 0.5	4 8.7 40.0 1.9	1 2.2 100.0 0.5	0 0.0 0.0 0.0	11 23.9 16.2 5.2	27 58.7 22.9 12.7	3 6.5 42.9 1.4
1500 TO 2000	4.	4 5.6 17.4 1.9	1 1.4 12.5 0.5	21 29.6 41.2 9.9	40 56.3 32.3 18.8	5 7.0 71.4 2.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 7.0 55.6 2.3	23 32.4 33.8 10.8	40 56.3 33.9 18.8	3 4.2 42.9 1.4
ABOVE 2000	5.	5 9.8 21.7 2.3	3 5.9 37.5 1.4	11 21.6 21.6 5.2	31 60.8 25.0 14.6	1 2.0 14.3 0.5	2 3.9 20.0 0.9	0 0.0 0.0 0.0	1 2.0 11.1 0.5	20 39.2 29.4 9.4	28 54.9 23.7 13.1	0 0.0 0.0 0.0
	COLUMN TOTAL	23 10.8	8 3.8	51 23.9	124 [illegible]	7 3.3	10 4.7	1 0.5	9 4.2	68 31.9	118 55.4	7 3.3

TABLE IV-53 (continued)

Crosstabulation of Perceptions by Staff and Parent Committee Members Concerning the Effectiveness of the Project with Per Pupil Expenditures

HORIZONTAL: in order: degree of effectiveness in overcoming academic difficulties – see Project Staff Questionnaire, question 26; degree of effectiveness in provision of supplemental services – see Project Staff Questionnaire, question 27; degree of effectiveness in overcoming academic difficulties – see Parent Committee Guide, question 24; degree of effectiveness in provision of supplemental services – see Parent Committee Guide, question 25; degree of improvement in attitudes toward school – see Project Staff Questionnaire, question 28; degree of improvement in self-concept – see Staff Questionnaire, question 29; degree of improvement in attitudes toward school – see Parent Committee Guide, question 26; degree of improvement in self-concept – see Parent Committee Guide, question 27

VERTICAL: per pupil expenditure ($1–500, $500–1000, $1000–1500, $1500–2000, above $2000)

EFFECTIVE IN THE IMPROVEMENT OF ATTITUDES TOWARD SCHOOL

Staff 28

PPEXP	COUNT ROW PCT COL PCT TOT PCT	No Res.	Some. Eff.	Mod. Eff.	Very Eff.	Not App.
	0.	8 25.0 34.8 3.8	3 9.4 30.0 1.4	11 34.4 11.1 5.2	9 28.1 11.7 4.2	1 3.1 25.0 0.5
1 TO 500	1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 1.0 0.5	1 50.0 1.3 0.5	0 0.0 0.0 0.0
500 TO 1000	2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 63.6 7.1 3.3	4 36.4 5.2 1.9	0 0.0 0.0 0.0
1000 TO 1500	3.	6 13.0 26.1 2.8	3 6.5 30.0 1.4	21 45.7 21.2 9.9	15 32.6 19.5 7.0	1 2.2 25.0 0.5
1500 TO 2000	4.	4 5.6 17.4 1.9	1 1.4 10.0 0.5	36 50.7 36.4 16.9	28 39.4 36.4 13.1	2 2.8 50.0 0.9
ABOVE 2000	5.	5 9.8 21.7 2.3	3 5.9 30.0 1.4	23 45.1 23.2 10.8	20 39.2 26.0 9.4	0 0.0 0.0 0.0
	COLUMN TOTAL	23 10.8	10 4.7	99 46.5	77 36.2	4 1.9

PC26

PPEXP		No Res.	Not Eff.	Some. Eff.	Mod. Eff.	Very Eff.	Not App.	ROW TOTAL
	0.	4 12.5 40.0 1.9	1 3.1 100.0 0.5	1 3.1 7.1 0.5	16 50.0 15.2 7.5	9 28.1 12.0 4.2	1 3.1 14.3 0.5	32 15.0
1 TO 500	1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 1.9 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 0.9
500 TO 1000	2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 18.2 1.9 0.9	8 72.7 10.7 3.8	1 9.1 14.3 0.5	11 5.2
1000 TO 1500	3.	4 8.7 40.0 1.9	0 0.0 0.0 0.0	3 6.5 21.4 1.4	22 47.8 21.0 10.3	16 34.8 21.3 7.5	1 2.2 14.3 0.5	46 21.6
1500 TO 2000	4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	8 11.3 57.1 3.8	34 47.9 32.4 16.0	27 38.0 36.0 12.7	2 2.8 28.6 0.9	71 33.3
ABOVE 2000	5.	2 3.9 20.0 0.9	0 0.0 0.0 0.0	2 3.9 14.3 0.9	30 58.8 28.6 14.1	15 29.4 20.0 7.0	2 3.9 28.6 0.9	51 23.9
	COLUMN TOTAL	10 4.7	1 0.5	14 6.6	105 49.3	75 35.2	7 3.3	213 100.0

EFFECTIVE IN THE DEVELOPMENT OF FAVORABLE SELF-CONCEPTS

Staff 29

PPEXP		No Res.	Some. Eff.	Mod. Eff.	Very Eff.	Not App.
	0.	ST29 8 25.0 34.8 3.8	1 3.1 33.3 0.5	10 31.3 13.9 4.7	13 40.6 11.7 6.1	0 0.0 0.0 0.0
1 TO 500	1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 1.8 0.9	0 0.0 0.0 0.0
500 TO 1000	2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 36.4 5.6 1.9	7 63.6 6.3 3.3	0 0.0 0.0 0.0
1000 TO 1500	3.	6 13.0 26.1 2.8	1 2.2 33.3 0.5	20 43.5 27.8 9.4	18 39.1 16.2 8.5	1 2.2 25.0 0.5
1500 TO 2000	4.	4 5.6 17.4 1.9	0 0.0 0.0 0.0	23 32.4 31.9 10.8	41 57.7 36.9 19.2	3 4.2 75.0 1.4
ABOVE 2000	5.	5 9.8 21.7 2.3	1 2.0 33.3 0.5	15 29.4 20.8 7.0	30 58.8 27.0 14.1	0 0.0 0.0 0.0
	COLUMN TOTAL	23 10.8	3 1.4	72 33.8	111 52.1	4 1.9

PC27

PPEXP		No Res.	Not Eff.	Some. Eff.	Mod. Eff.	Very Eff.	Not App.	ROW TOTAL
	0.	4 12.5 44.4 1.9		1 3.1 16.7 0.5	14 43.8 17.3 6.6	13 40.6 11.3 6.1	0 0.0 0.0 0.0	32 15.0
1 TO 500	1.	0 0.0 0.0 0.0		0 0.0 0.0 0.0	1 50.0 1.2 0.5	1 50.0 0.9 0.5	0 0.0 0.0 0.0	2 0.9
500 TO 1000	2.	0 0.0 0.0 0.0		0 0.0 0.0 0.0	2 18.2 2.5 0.9	8 72.7 7.0 3.8	1 9.1 50.0 0.5	11 5.2
1000 TO 1500	3.	3 6.5 33.3 1.4		3 6.5 50.0 1.4	13 28.3 16.0 6.1	27 58.7 23.5 12.7	0 0.0 0.0 0.0	46 21.6
1500 TO 2000	4.	0 0.0 0.0 0.0		2 2.8 33.3 0.9	30 42.3 37.0 14.1	38 53.5 33.0 17.8	1 1.4 50.0 0.5	71 33.3
ABOVE 2000	5.	2 3.9 22.2 0.9		0 0.0 0.0 0.0	21 41.2 25.9 9.9	28 54.9 24.3 13.1	0 0.0 0.0 0.0	51 23.9
	COLUMN TOTAL	9 4.2		6 2.8	81 38.0	115 54.0	2 0.9	213 100.0

TABLE IV-54
Crosstabulation of District Size Within Density Strata to Grant Size

HORIZONTAL: grant size (under $10,000, $10,000–50,000, above $50,000)
VERTICAL: in order: density strata (urban, rural high density, rural low density)

LEAU36	COUNT ROW PCT COL PCT TOT PCT	GRANT UNDER $10,000 1.	$10,000- $50,000 2.	OVER $50,000 3.	ROW TOTAL
Urban No Response	0.	1 7.7 20.0 1.7	4 30.8 28.6 6.9	8 61.5 20.5 13.8	13 22.4
301 TO 5000	2.	1 33.3 20.0 1.7	1 33.3 7.1 1.7	1 33.3 2.6 1.7	3 5.2
5001 TO 20000	3.	2 18.2 40.0 3.4	4 36.4 28.6 6.9	5 45.5 12.8 8.6	11 19.0
20001 TO 50000	4.	0 0.0 0.0 0.0	3 17.6 21.4 5.2	14 82.4 35.9 24.1	17 29.3
ABOVE 50000	5.	1 7.1 20.0 1.7	2 14.3 14.3 3.4	11 78.6 28.2 19.0	14 24.1
	COLUMN TOTAL	5 8.6	14 24.1	39 67.2	58 100.0
Rural-High No Response	0.	1 12.5 12.5 1.0	2 25.0 5.3 1.9	5 62.5 8.5 4.8	8 7.6
1 TO 300	1.	4 80.0 50.0 3.8	1 20.0 2.6 1.0	0 0.0 0.0 0.0	5 4.8
301 TO 5000	2.	3 3.6 37.5 2.9	34 41.0 89.5 32.4	46 55.4 78.0 43.8	83 79.0
5001 TO 20000	3.	0 0.0 0.0 0.0	1 11.1 2.6 1.0	8 88.9 13.6 7.6	9 8.6
	COLUMN TOTAL	8 7.6	38 36.2	59 56.2	105 100.0
Rural-Low No Response	0.	1 33.3 4.0 2.0	2 66.7 10.0 4.0	0 0.0 0.0 0.0	3 6.0
1 TO 300	1.	1 100.0 4.0 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.0
301 TO 5000	2.	16 57.1 64.0 32.0	12 42.9 60.0 24.0	0 0.0 0.0 0.0	28 56.0
5001 TO 20000	3.	7 41.2 28.0 14.0	6 35.3 30.0 12.0	4 23.5 80.0 8.0	17 34.0
20001 TO 50000	4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 20.0 2.0	1 2.0
	COLUMN TOTAL	25 50.0	20 40.0	5 10.0	50 100.0

TABLE IV-55A

Crosstabulation of Perceptions of Parent Committee Members of the Impact of the Project for the Area of Remedial Reading With Four Variables Within Grant Size

HORIZONTAL: effectiveness in overcoming academic difficulties, in providing supplementary services, in improving attitudes toward school, in developing self-concept, in improving staff attitudes, and in improving peer attitudes – see Parent Committee Guide, question 24–29

VERTICAL: grant size (under $10,000, $10,000–50,000, above $50,000) within each: projects having need and objective, need and no objective, no need and an objective, no need and no objective

COUNT
ROW PCT
COL PCT
TOT PCT

PC24

TARGET1		0.	SOMEWHAT EFFECTI 2.	MODERATELY EFFEC 3.	VERY EFFECTIVE 4.	NOT APPLICABLE 5.
Under $10,000						
NEED OBJECT	1.	2 10.0 50.0 5.3	1 5.0 25.0 2.6	8 40.0 61.5 21.1	9 45.0 69.2 23.7	0 0.0 0.0 0.0
NEED NOOBJECT	2.	2 13.3 50.0 5.3	2 13.3 50.0 5.3	4 26.7 30.8 10.5	4 26.7 30.8 10.5	3 20.0 75.0 7.9
NO NEED OBJECT	3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 7.7 2.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0
NO NEED NOOBJECT	4.	0 0.0 0.0 0.0	1 50.0 25.0 2.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 25.0 2.6
COLUMN TOTAL		4 10.5	4 10.5	13 34.2	13 34.2	4 10.5
$10,000–$50,000						
NEED OBJECT	1.	0 0.0 0.0 0.0	2 5.7 28.6 2.8	15 42.9 42.9 20.8	18 51.4 75.0 25.0	0 0.0 0.0 0.0
NEED NOOBJECT	2.	1 3.6 50.0 1.4	5 17.9 71.4 6.9	18 64.3 51.4 25.0	1 3.6 4.2 1.4	3 10.7 75.0 4.2
NO NEED OBJECT	3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 33.3 2.9 1.4	2 66.7 8.3 2.8	0 0.0 0.0 0.0
NO NEED NOOBJECT	4.	1 16.7 50.0 1.4	0 0.0 0.0 0.0	1 16.7 2.9 1.4	3 50.0 12.5 4.2	1 16.7 25.0 1.4
COLUMN TOTAL		2 2.8	7 9.7	35 48.6	24 33.3	4 5.6
Over $50,000						
NEED OBJECT	1.	2 3.2 66.7 1.9	4 6.3 66.7 3.9	39 61.9 75.0 37.9	17 27.0 44.7 16.5	1 1.6 25.0 1.0
NEED NOOBJECT	2.	0 0.0 0.0 0.0	1 3.3 16.7 1.0	11 36.7 21.2 10.7	16 53.3 42.1 15.5	2 6.7 50.0 1.9
NO NEED OBJECT	3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 5.3 1.9	0 0.0 0.0 0.0
NO NEED NOOBJECT	4.	1 12.5 33.3 1.0	1 12.5 16.7 1.0	2 25.0 3.8 1.9	3 37.5 7.9 2.9	1 12.5 25.0 1.0
COLUMN TOTAL		3 2.9	6 5.8	52 50.5	38 36.9	4 3.9

PC25

TARGET1		0.	NOT EFFECTIVE 1.	SOMEWHAT EFFECTI 2.	MODERATELY EFFEC 3.	VERY EFFECTIVE 4.	NOT APPLICABLE 5.
Under $10,000							
NEED OBJECT	1.	2 10.0 50.0 5.3		0 0.0 0.0 0.0	5 25.0 45.5 13.2	13 65.0 65.0 34.2	0 0.0 0.0 0.0
NEED NOOBJECT	2.	2 13.3 50.0 5.3		0 0.0 0.0 0.0	4 26.7 36.4 10.5	7 46.7 35.0 18.4	2 13.3 100.0 5.3
NO NEED OBJECT	3.	0 0.0 0.0 0.0		0 0.0 0.0 0.0	1 100.0 9.1 2.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0
NO NEED NOOBJECT	4.	0 0.0 0.0 0.0		1 50.0 100.0 2.6	1 50.0 9.1 2.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0
COLUMN TOTAL		4 10.5		1 2.6	11 28.9	20 52.6	2 5.3
$10,000–$50,000							
NEED OBJECT	1.	0 0.0 0.0 0.0	1 2.9 100.0 1.4	1 2.9 33.3 1.4	8 22.9 34.8 11.1	24 68.6 63.2 33.3	1 2.9 25.0 1.4
NEED NOOBJECT	2.	1 3.6 33.3 1.4	0 0.0 0.0 0.0	2 7.1 66.7 2.8	13 46.4 56.5 18.1	9 32.1 23.7 12.5	3 10.7 75.0 4.2
NO NEED OBJECT	3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 33.3 4.3 1.4	2 66.7 5.3 2.8	0 0.0 0.0 0.0
NO NEED NOOBJECT	4.	2 33.3 66.7 2.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 16.7 4.3 1.4	3 50.0 7.9 4.2	0 0.0 0.0 0.0
COLUMN TOTAL		3 4.2	1 1.4	3 4.2	23 31.9	38 52.8	4 5.6
Over $50,000							
NEED OBJECT	1.	2 3.2 66.7 1.9		5 7.9 100.0 4.9	20 31.7 58.8 19.4	36 57.1 60.0 35.0	0 0.0 0.0 0.0
NEED NOOBJECT	2.	0 0.0 0.0 0.0		0 0.0 0.0 0.0	9 30.0 26.5 8.7	20 66.7 33.3 19.4	1 3.3 100.0 1.0
NO NEED OBJECT	3.	0 0.0 0.0 0.0		0 0.0 0.0 0.0	1 50.0 2.9 1.0	1 50.0 1.7 1.0	0 0.0 0.0 0.0
NO NEED NOOBJECT	4.	1 12.5 33.3 1.0		0 0.0 0.0 0.0	4 50.0 11.8 3.9	3 37.5 5.0 2.9	0 0.0 0.0 0.0
COLUMN TOTAL		3 2.9		5 4.9	34 33.0	60 58.3	1 1.0

PC26

TARGET1		0.	NO IMPROVEMENT 1.	LITTLE IMPROVEME 2.	MODERATE IMPROVE 3.	GREAT IMPROVEMEN 4.	NOT APPLICABLE 5.
Under $10,000							
NEED OBJECT	1.	2 10.0 50.0 5.3		1 5.0 16.7 2.6	10 50.0 66.7 26.3	7 35.0 63.6 18.4	0 0.0 0.0 0.0
NEED NOOBJECT	2.	2 13.3 50.0 5.3		4 26.7 66.7 10.5	4 26.7 26.7 10.5	3 20.0 27.3 7.9	2 13.3 100.0 5.3
NO NEED OBJECT	3.	0 0.0 0.0 0.0		0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 9.1 2.6	0 0.0 0.0 0.0
NO NEED NOOBJECT	4.	0 0.0 0.0 0.0		1 50.0 16.7 2.6	1 50.0 6.7 2.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0
COLUMN TOTAL		4 10.5		6 15.8	15 39.5	11 28.9	2 5.3
$10,000–$50,000							
NEED OBJECT	1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	16 45.7 43.2 22.2	18 51.4 75.0 25.0	1 2.9 33.3 1.4
NEED NOOBJECT	2.	1 3.6 33.3 1.4	1 3.6 100.0 1.4	4 14.3 100.0 5.6	17 60.7 45.9 23.6	4 14.3 16.7 5.6	1 3.6 33.3 1.4
NO NEED OBJECT	3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 66.7 5.4 2.8	1 33.3 4.2 1.4	0 0.0 0.0 0.0
NO NEED NOOBJECT	4.	2 33.3 66.7 2.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 33.3 5.4 2.8	1 16.7 4.2 1.4	1 16.7 33.3 1.4
COLUMN TOTAL		3 4.2	1 1.4	4 5.6	37 51.4	24 33.3	3 4.2
Over $50,000							
NEED OBJECT	1.	2 3.2 66.7 1.9		2 3.2 50.0 1.9	34 54.0 63.0 33.0	25 39.7 62.5 24.3	0 0.0 0.0 0.0
NEED NOOBJECT	2.	0 0.0 0.0 0.0		2 6.7 50.0 1.9	15 50.0 27.8 14.6	12 40.0 30.0 11.7	1 3.3 50.0 1.0
NO NEED OBJECT	3.	0 0.0 0.0 0.0		0 0.0 0.0 0.0	1 50.0 1.9 1.0	1 50.0 2.5 1.0	0 0.0 0.0 0.0
NO NEED NOOBJECT	4.	1 12.5 33.3 1.0		0 0.0 0.0 0.0	4 50.0 7.4 3.9	2 25.0 5.0 1.9	1 12.5 50.0 1.0
COLUMN TOTAL		3 2.9		4 3.9	54 52.4	40 38.8	2 1.9

TABLE IV-55A (continued)

Crosstabulation of Perceptions of Parent Committee Members of the Impact of the Project for the Area of Remedial Reading With Four Variables Within Grant Size

HORIZONTAL: effectiveness in overcoming academic difficulties, in providing supplementary services, in improving attitudes toward school, in developing self-concept, in improving staff attitudes, and in improving peer attitudes — see Parent Committee Guide, question 24–29

VERTICAL: grant size (under $10,000, $10,000–50,000, above $50,000) within each: projects having need and objective, need and no objective, no need and an objective, no need and no objective

A-188

COUNT ROW PCT COL PCT TOT PCT	PC27					PC28						PC29						
TARGET1	0.	LITTLE 2.	MODERATELY 3.	CONSIDERABLY 4.	NOT APPLICABLE 5.	0.	NEGLIGIBLE 1.	LITTLE 2.	MODERATELY 3.	CONSIDERABLY 4.	NOT APPLICABLE 5.	0.	NEGLIGIBLE 1.	LITTLE 2.	MODERATELY 3.	CONSIDERABLY 4.	NOT APPLICABLE 5.	ROW TOTAL
Under $10,000																		
1. NEED OBJECT	2 10.0 50.0 5.3	1 5.0 33.3 2.6	9 45.0 50.0 23.7	8 40.0 57.1 21.1	0 0.0 0.0 0.0	2 10.0 50.0 5.3		1 5.0 20.0 2.6	11 55.0 61.1 28.9	4 20.0 80.0 10.5	2 10.0 33.3 5.3	3 15.0 60.0 7.9	0 0.0 0.0 0.0	1 5.0 25.0 2.6	11 55.0 68.8 28.9	3 15.0 60.0 7.9	2 10.0 28.6 5.3	20 52.6
2. NEED NOOBJECT	2 13.3 50.0 5.3	1 6.7 33.3 2.6	6 40.0 37.5 15.8	5 33.3 35.7 13.2	1 6.7 100.0 2.6	2 13.3 50.0 5.3		3 20.0 60.0 7.9	6 40.0 33.3 15.8	0 0.0 0.0 0.0	4 26.7 66.7 10.5	2 13.3 40.0 5.3	0 0.0 0.0 0.0	3 20.0 75.0 7.9	3 20.0 18.8 7.9	2 13.3 40.0 5.3	5 33.3 71.4 13.2	15 39.5
3. NO NEED OBJECT	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 7.1 2.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0		0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 20.0 2.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 6.3 2.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.6
4. NO NEED NOOBJECT	0 0.0 0.0 0.0	1 50.0 33.3 2.6	1 50.0 6.3 2.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0		1 50.0 20.0 2.6	1 50.0 5.6 2.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 100.0 2.6	0 0.0 0.0 0.0	1 50.0 6.3 2.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 5.3
COLUMN TOTAL	4 10.5	3 7.9	16 42.1	14 36.8	1 2.6	4 10.5		5 13.2	18 47.4	5 13.2	6 15.8	5 13.2	1 2.6	4 10.5	16 42.1	5 13.2	7 18.4	38 100.0
$10,000–$50,000																		
1. NEED OBJECT	0 0.0 0.0 0.0	0 0.0 0.0 0.0	13 37.1 46.4 18.1	21 60.0 55.3 29.2	1 2.9 100.0 1.4	0 0.0 0.0 0.0		2 5.7 28.6 2.8	17 48.6 45.9 23.6	12 34.3 60.0 16.7	4 11.4 66.7 5.6	0 0.0 0.0 0.0	2 5.7 40.0 2.8	6 17.1 46.2 8.3	13 37.1 46.4 18.1	11 31.4 57.9 15.3	3 8.6 60.0 4.2	35 48.6
2. NEED NOOBJECT	1 3.6 50.0 1.4	2 7.1 66.7 2.8	12 42.9 42.9 16.7	13 46.4 34.2 18.1	0 0.0 0.0 0.0	1 3.6 50.0 1.4		4 14.3 57.1 5.6	17 60.7 45.9 23.6	6 21.4 30.0 8.3	0 0.0 0.0 0.0	1 3.6 50.0 1.4	3 10.7 60.0 4.2	5 17.9 38.5 6.9	12 42.9 42.9 16.7	6 21.4 31.6 8.3	1 3.6 20.0 1.4	28 38.9
3. NO NEED OBJECT	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 66.7 7.1 2.8	1 33.3 2.6 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0		0 0.0 0.0 0.0	2 66.7 5.4 2.8	1 33.3 5.0 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 66.7 15.4 2.8	1 33.3 3.6 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 4.2
4. NO NEED NOOBJECT	1 16.7 50.0 1.4	1 16.7 33.3 1.4	1 16.7 3.6 1.4	3 50.0 7.9 4.2	0 0.0 0.0 0.0	1 16.7 50.0 1.4		1 16.7 14.3 1.4	1 16.7 2.7 1.4	1 16.7 5.0 1.4	2 33.3 33.3 2.8	1 16.7 50.0 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 33.3 7.1 2.8	2 33.3 10.5 2.8	1 16.7 20.0 1.4	6 8.3
COLUMN TOTAL	2 2.8	3 4.2	28 38.9	38 52.8	1 1.4	2 2.8		7 9.7	37 51.4	20 27.8	6 8.3	2 2.8	5 6.9	13 18.1	28 38.9	19 26.4	5 6.9	72 100.0
Over $50,000																		
1. NEED OBJECT	2 3.2 66.7 1.9		23 36.5 62.2 22.3	38 60.3 60.3 36.9		4 6.3 80.0 3.9	0 0.0 0.0 0.0	4 6.3 50.0 3.9	32 50.8 64.0 31.1	23 36.5 62.2 22.3	0 0.0 0.0 0.0	2 3.2 66.7 1.9	1 1.6 33.3 1.0	13 20.6 56.5 12.6	26 41.3 60.5 25.2	20 31.7 74.1 19.4	1 1.6 25.0 1.0	63 61.2
2. NEED NOOBJECT	0 0.0 0.0 0.0		10 33.3 27.0 9.7	20 66.7 31.7 19.4		0 0.0 0.0 0.0	1 3.3 100.0 1.0	3 10.0 37.5 2.9	14 46.7 28.0 13.6	11 36.7 29.7 10.7	1 3.3 50.0 1.0	0 0.0 0.0 0.0	2 6.7 66.7 1.9	9 30.0 39.1 8.7	11 36.7 25.6 10.7	6 20.0 22.2 5.8	2 6.7 50.0 1.9	30 29.1
3. NO NEED OBJECT	0 0.0 0.0 0.0		0 0.0 0.0 0.0	2 100.0 3.2 1.9		0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 4.0 1.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 2.3 1.0	1 50.0 3.7 1.0	0 0.0 0.0 0.0	2 1.9
4. NO NEED NOOBJECT	1 12.5 33.3 1.0		4 50.0 10.8 3.9	3 37.5 4.8 2.9		1 12.5 20.0 1.0	0 0.0 0.0 0.0	1 12.5 12.5 1.0	2 25.0 4.0 1.9	3 37.5 8.1 2.9	1 12.5 50.0 1.0	1 12.5 33.3 1.0	0 0.0 0.0 0.0	1 12.5 4.3 1.0	5 62.5 11.6 4.9	0 0.0 0.0 0.0	1 12.5 25.0 1.0	8 7.8
COLUMN TOTAL	3 2.9		37 35.9	63 61.2		5 4.9	1 1.0	8 7.8	50 48.5	37 35.9	2 1.9	3 2.9	3 2.9	23 22.3	43 41.7	27 26.2	4 3.9	103 100.0

TABLE IV-55B

Crosstabulation of Perceptions of Parent Committee Members of the Impact of the Project for the Area of Counselling and Guidance With Four Variables Within Grant Size

HORIZONTAL: effectiveness in overcoming academic difficulties, in providing supplementary services, in improving attitudes toward school, in developing self-concept, in improving staff attitudes, and in improving peer attitudes – see Parent Committee Guide, question 24–29

VERTICAL: grant size (under $10,000, $10,000–50,000, above $50,000) within each: projects having need and objective, need and no objective, no need and an objective, no need and no objective

1

	TARGET15	COUNT ROW PCT COL PCT TOT PCT	PL24 0.	SOMEWHAT EFFECTI 2.	MODERATE LY EFFEC 3.	VERY EFF ECTIVE 4.	NOT APPL ICABLE 5.
Under $10,000	NEED OBJECT	1.	1 16.7 25.0 2.6	0 0.0 0.0 0.0	1 16.7 7.7 2.6	4 66.7 30.8 10.5	0 0.0 0.0 0.0
	NEED NOOBJECT	2.	2 8.3 50.0 5.3	3 12.5 75.0 7.9	11 45.8 84.6 28.9	7 29.2 53.8 18.4	1 4.2 25.0 2.6
	NO NEED OBJECT	3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 7.7 2.6	0 0.0 0.0 0.0
	NO NEED NOOBJECT	4.	1 14.3 25.0 2.6	1 14.3 25.0 2.6	1 14.3 7.7 2.6	1 14.3 7.7 2.6	3 42.9 75.0 7.9
	COLUMN TOTAL		4 10.5	4 10.5	13 34.2	13 34.2	4 10.5
$10,000–$50,000	NEED OBJECT	1.	1 2.6 50.0 1.4	2 5.1 28.6 2.8	23 59.0 65.7 31.9	12 30.8 50.0 16.7	1 2.6 25.0 1.4
	NEED NOOBJECT	2.	1 4.8 50.0 1.4	5 23.8 71.4 6.9	7 33.3 20.0 9.7	6 28.6 25.0 8.3	2 9.5 50.0 2.8
	NO NEED OBJECT	3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 60.0 8.6 4.2	2 40.0 8.3 2.8	0 0.0 0.0 0.0
	NO NEED NOOBJECT	4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 28.6 5.7 2.8	4 57.1 16.7 5.6	1 14.3 25.0 1.4
	COLUMN TOTAL		2 2.8	7 9.7	35 48.6	24 33.3	4 5.6
Over $50,000	NEED OBJECT	1.	2 3.0 66.7 1.9	4 6.1 66.7 3.9	38 57.6 73.1 36.9	21 31.8 55.3 20.4	1 1.5 25.0 1.0
	NEED NOOBJECT	2.	0 0.0 0.0 0.0	2 7.4 33.3 1.9	11 40.7 21.2 10.7	12 44.4 31.6 11.7	2 7.4 50.0 1.9
	NO NEED OBJECT	3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 33.3 1.9 1.0	2 66.7 5.3 1.9	0 0.0 0.0 0.0
	NO NEED NOOBJECT	4.	1 14.3 33.3 1.0	0 0.0 0.0 0.0	2 28.6 3.8 1.9	3 42.9 7.9 2.9	1 14.3 25.0 1.0
	COLUMN TOTAL		3 2.9	6 5.8	52 50.5	38 36.9	4 3.9

TABLE IV-55B (continued)
Crosstabulation of Perceptions of Parent Committee Members of the Impact of the Project for the Area of Counselling and Guidance With Four Variables Within Grant Size

HORIZONTAL: effectiveness in overcoming academic difficulties, in providing supplementary services, in improving attitudes toward school, in developing self-concept, in improving staff attitudes, and in improving peer attitudes – see Parent Committee Guide, question 24–29

VERTICAL: grant size (under $10,000, $10,000–50,000, above $50,000) within each: projects having need and objective, need and no objective, no need and an objective, no need and no objective

PCEE

	TARGETIS	COUNT ROW PCT COL PCT TOT PCT	NOT EFFE CTIVE 1.	SOMEWHAT EFFECTI 2.	MODERATE LY EFFEC 3.	VERY EFF ECTIVE 4.	NOT APPL ICABLE 5.
Under $10,000	1. NEED OBJECT	1 16.7 25.0 2.6		0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 83.3 25.0 13.2	0 0.0 0.0 0.0
	2. NEED NOOBJECT	2 8.3 50.0 5.3		0 0.0 0.0 0.0	9 37.5 81.8 23.7	13 54.2 65.0 34.2	0 0.0 0.0 0.0
	3. NO NEED OBJECT	0 0.0 0.0 0.0		0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 5.0 2.6	0 0.0 0.0 0.0
	4. NO NEED NOOBJECT	1 14.3 25.0 2.6		1 14.3 100.0 2.6	2 28.6 18.2 5.3	1 14.3 5.0 2.6	2 28.6 100.0 5.3
	COLUMN TOTAL	4 10.5		1 2.6	11 28.9	20 52.6	2 5.3
$10,000–$50,000	1. NEED OBJECT	1 2.6 33.3 1.4	1 2.6 100.0 1.4	0 0.0 0.0 0.0	11 28.2 47.8 15.3	24 61.5 63.2 33.3	2 5.1 50.0 2.8
	2. NEED NOOBJECT	1 4.8 33.3 1.4	0 0.0 0.0 0.0	3 14.3 100.0 4.2	8 38.1 34.8 11.1	8 38.1 21.1 11.1	1 4.8 25.0 1.4
	3. NO NEED OBJECT	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 80.0 17.4 5.6	1 20.0 2.6 1.4	0 0.0 0.0 0.0
	4. NO NEED NOOBJECT	1 14.3 33.3 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 71.4 13.2 6.9	1 14.3 25.0 1.4
	COLUMN TOTAL	3 4.2	1 1.4	3 4.2	23 31.9	38 52.8	4 5.6
Over $50,000	1. NEED OBJECT	2 3.0 66.7 1.9		3 4.5 60.0 2.9	24 36.4 70.6 23.3	37 56.1 61.7 35.9	0 0.0 0.0 0.0
	2. NEED NOOBJECT	0 0.0 0.0 0.0		1 3.7 20.0 1.0	6 22.2 17.6 5.8	19 70.4 31.7 18.4	1 3.7 100.0 1.0
	3. NO NEED OBJECT	0 0.0 0.0 0.0		1 33.3 20.0 1.0	1 33.3 2.9 1.0	1 33.3 1.7 1.0	0 0.0 0.0 0.0
	4. NO NEED NOOBJECT	1 14.3 33.3 1.0		0 0.0 0.0 0.0	3 42.9 8.8 2.9	3 42.9 5.0 2.9	0 0.0 0.0 0.0
	COLUMN TOTAL	3 2.9		5 4.9	34 33.0	60 58.3	1 1.0

TABLE IV-55B (continued)
Crosstabulation of Perceptions of Parent Committee Members of the Impact of the Project for the Area of Counselling and Guidance With Four Variables Within Grant Size

HORIZONTAL: effectiveness in overcoming academic difficulties, in providing supplementary services, in improving attitudes toward school, in developing self-concept, in improving staff attitudes, and in improving peer attitudes — see Parent Committee Guide, question 24–29

VERTICAL: grant size (under $10,000, $10,000–50,000, above $50,000) within each: projects having need and objective, need and no objective, no need and an objective, no need and no objective

	TARGETIS	COUNT ROW PCT COL PCT TOT PCT		NO IMPROVEMENT	LITTLE IMPROVEME 2.	MODERATE IMPROVE 3.	GREAT IMPROVEMEN 4.	NOT APPLICABLE 5.
Under $10,000	NEED OBJECT	1.	1 16.7 25.0 2.6		0 0.0 0.0 0.0	2 33.3 13.3 5.3	3 50.0 27.3 7.9	0 0.0 0.0 0.0
	NEED NOOBJECT	2.	2 8.3 50.0 5.3		3 12.5 50.0 7.9	12 50.0 80.0 31.6	6 25.0 54.5 15.8	1 4.2 50.0 2.6
	NO NEED OBJECT	3.	0 0.0 0.0 0.0		1 100.0 16.7 2.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0
	NO NEED NOOBJECT	4.	1 14.3 25.0 2.6		2 28.6 33.3 5.3	1 14.3 6.7 2.6	2 28.6 18.2 5.3	1 14.3 50.0 2.6
	COLUMN TOTAL		4 10.5		6 15.8	15 39.5	11 28.9	2 5.3
$10,000–$50,000	NEED OBJECT	1.	1 2.6 33.3 1.4	0 0.0 0.0 0.0	3 7.7 75.0 4.2	17 43.6 45.9 23.6	17 43.6 70.8 23.6	1 2.6 33.3 1.4
	NEED NOOBJECT	2.	1 4.8 33.3 1.4	1 4.8 100.0 1.4	1 4.8 25.0 1.4	13 61.9 35.1 18.1	4 19.0 16.7 5.6	1 4.8 33.3 1.4
	NO NEED OBJECT	3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 80.0 10.8 5.6	1 20.0 4.2 1.4	0 0.0 0.0 0.0
	NO NEED NOOBJECT	4.	1 14.3 33.3 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 42.9 8.1 4.2	2 28.6 8.3 2.8	1 14.3 33.3 1.4
	COLUMN TOTAL		3 4.2	1 1.4	4 5.6	37 51.4	24 33.3	3 4.2
Over $50,000	NEED OBJECT	1.	2 3.0 66.7 1.9		2 3.0 50.0 1.9	39 59.1 72.2 37.9	23 34.8 57.5 22.3	0 0.0 0.0 0.0
	NEED NOOBJECT	2.	0 0.0 0.0 0.0		2 7.4 50.0 1.9	11 40.7 20.4 10.7	13 48.1 32.5 12.6	1 3.7 50.0 1.0
	NO NEED OBJECT	3.	0 0.0 0.0 0.0		0 0.0 0.0 0.0	1 33.3 1.9 1.0	2 66.7 5.0 1.9	0 0.0 0.0 0.0
	NO NEED NOOBJECT	4.	1 14.3 33.3 1.0		0 0.0 0.0 0.0	3 42.9 5.6 2.9	2 28.6 5.0 1.9	1 14.3 50.0 1.0
	COLUMN TOTAL		3 2.9		4 3.9	54 52.4	40 38.8	2 1.9

TABLE IV-55B (continued)
Crosstabulation of Perceptions of Parent Committee Members of the Impact of the Project for the Area of Counselling and Guidance With Four Variables Within Grant Size

HORIZONTAL: effectiveness in overcoming academic difficulties, in providing supplementary services, in improving attitudes toward school, in developing self-concept, in improving staff attitudes, and in improving peer attitudes – see Parent Committee Guide, question 24–29

VERTICAL: grant size (under $10,000, $10,000–50,000, above $50,000) within each: projects having need and objective, need and no objective, no need and an objective, no need and no objective

	TARGET15	COUNT ROW PCT COL PCT TOT PCT	1.	LITTLE 2.	MODERATELY 3.	CONSIDERABLY 4.	NOT APPLICABLE 5.
Under $10,000	NEED OBJECT	1.	1 16.7 25.0 2.6	0 0.0 0.0 0.0	3 50.0 18.8 7.9	2 33.3 14.3 5.3	0 0.0 0.0 0.0
	NEED NOOBJECT	2.	2 8.3 50.0 5.3	2 8.3 66.7 5.3	11 45.8 68.8 28.9	9 37.5 64.3 23.7	0 0.0 0.0 0.0
	NO NEED OBJECT	3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 6.3 2.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0
	NO NEED NOOBJECT	4.	1 14.3 25.0 2.6	1 14.3 33.3 2.6	1 14.3 6.3 2.6	3 42.9 21.4 7.9	1 14.3 100.0 2.6
	COLUMN TOTAL		4 10.5	3 7.9	16 42.1	14 36.8	1 2.6
$10,000–$50,000	NEED OBJECT	1.	1 2.6 50.0 1.4	0 0.0 0.0 0.0	12 30.8 42.9 16.7	25 64.1 65.8 34.7	1 2.6 100.0 1.4
	NEED NOOBJECT	2.	1 4.8 50.0 1.4	2 9.5 66.7 2.8	10 47.6 35.7 13.9	8 38.1 21.1 11.1	0 0.0 0.0 0.0
	NO NEED OBJECT	3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 80.0 14.3 5.6	1 20.0 2.6 1.4	0 0.0 0.0 0.0
	NO NEED NOOBJECT	4.	0 0.0 0.0 0.0	1 14.3 33.3 1.4	2 28.6 7.1 2.8	4 57.1 10.5 5.6	0 0.0 0.0 0.0
	COLUMN TOTAL		2 2.8	3 4.2	28 38.9	38 52.8	1 1.4
Over $50,000	NEED OBJECT	1.	2 3.0 66.7 1.9		25 37.9 67.6 24.3	39 59.1 61.9 37.9	
	NEED NOOBJECT	2.	0 0.0 0.0 0.0		8 29.6 21.6 7.8	19 70.4 30.2 18.4	
	NO NEED OBJECT	3.	0 0.0 0.0 0.0		0 0.0 0.0 0.0	3 100.0 4.8 2.9	
	NO NEED NOOBJECT	4.	1 14.3 33.3 1.0		4 57.1 10.8 3.9	2 28.6 3.2 1.9	
	COLUMN TOTAL		3 2.9		37 35.9	63 61.2	

TABLE IV-55B (continued)

Crosstabulation of Perceptions of Parent Committee Members of the Impact of the Project for the Area of Counselling and Guidance With Four Variables Within Grant Size

HORIZONTAL: effectiveness in overcoming academic difficulties, in providing supplementary services, in improving attitudes toward school, in developing self-concept, in improving staff attitudes, and in improving peer attitudes – see Parent Committee Guide, question 24–29

VERTICAL: grant size (under $10,000, $10,000–50,000, above $50,000) within each: projects having need and objective, need and no objective, no need and an objective, no need and no objective

	TARGETIS	PC29 COUNT ROW PCT COL PCT TOT PCT	0.	NEGLIGIBLE 1.	LITTLE 2.	MODERATELY 3.	CONSIDERABLY 4.	NOT APPLICABLE 5.
Under $10,000	1. NEED OBJECT		1 16.7 25.0 2.6		0 0.0 0.0 0.0	3 50.0 16.7 7.9	1 16.7 20.0 2.6	1 16.7 16.7 2.6
	2. NEED NOOBJECT		2 8.3 50.0 5.3		3 12.5 60.0 7.9	14 58.3 77.8 36.8	3 12.5 60.0 7.9	2 8.3 33.3 5.3
	3. NO NEED OBJECT		0 0.0 0.0 0.0		1 100.0 20.0 2.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0
	4. NO NEED NOOBJECT		1 14.3 25.0 2.6		1 14.3 20.0 2.6	1 14.3 5.6 2.6	1 14.3 20.0 2.6	3 42.9 50.0 7.9
	COLUMN TOTAL		4 10.5		5 13.2	18 47.4	5 13.2	6 15.8
$10,000–$50,000	1. NEED OBJECT		1 2.6 50.0 1.4		3 7.7 42.9 4.2	22 56.4 59.5 30.6	11 28.2 55.0 15.3	2 5.1 33.3 2.8
	2. NEED NOOBJECT		1 4.8 50.0 1.4		2 9.5 28.6 2.8	10 47.6 27.0 13.9	6 28.6 30.0 8.3	2 9.5 33.3 2.8
	3. NO NEED OBJECT		0 0.0 0.0 0.0		0 0.0 0.0 0.0	5 100.0 13.5 6.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0
	4. NO NEED NOOBJECT		0 0.0 0.0 0.0		2 28.6 28.6 2.8	0 0.0 0.0 0.0	3 42.9 15.0 4.2	2 28.6 33.3 2.8
	COLUMN TOTAL		2 2.8		7 9.7	37 51.4	20 27.8	6 8.3
Over $50,000	1. NEED OBJECT		3 4.5 60.0 2.9	1 1.5 100.0 1.0	5 7.6 62.5 4.9	36 54.5 72.0 35.0	20 30.3 54.1 19.4	1 1.5 50.0 1.0
	2. NEED NOOBJECT		1 3.7 20.0 1.0	0 0.0 0.0 0.0	3 11.1 37.5 2.9	10 37.0 20.0 9.7	13 48.1 35.1 12.6	0 0.0 0.0 0.0
	3. NO NEED OBJECT		0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 66.7 4.0 1.9	1 33.3 2.7 1.0	0 0.0 0.0 0.0
	4. NO NEED NOOBJECT		1 14.3 20.0 1.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 28.6 4.0 1.9	3 42.9 8.1 2.9	1 14.3 50.0 1.0
	COLUMN TOTAL		5 4.9	1 1.0	8 7.8	50 48.5	37 35.9	2 1.9

TABLE IV-55B (continued)
Crosstabulation of Perceptions of Parent Committee Members of the Impact of the Project for the Area of Counselling and Guidance With Four Variables Within Grant Size

HORIZONTAL: effectiveness in overcoming academic difficulties, in providing supplementary services, in improving attitudes toward school, in developing self-concept, in improving staff attitudes, and in improving peer attitudes — see Parent Committee Guide, question 24–29

VERTICAL: grant size (under $10,000, $10,000–50,000, above $50,000) within each: projects having need and objective, need and no objective, no need and an objective, no need and no objective

TARGETIS	COUNT ROW PCT COL PCT TOT PCT	PC29 0.	NEGLIGIBLE 1.	LITTLE 2.	MODERATELY 3.	CONSIDERABLY 4.	NOT APPLICABLE 5.	ROW TOTAL
Under $10,000								
NEED OBJECT	1.	1 16.7 20.0 2.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 50.0 18.8 7.9	1 16.7 20.0 2.6	1 16.7 14.3 2.6	6 15.8
NEED NOOBJECT	2.	3 12.5 60.0 7.9	0 0.0 0.0 0.0	4 16.7 100.0 10.5	10 41.7 62.5 26.3	4 16.7 80.0 10.5	3 12.5 42.9 7.9	24 63.2
NO NEED OBJECT	3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 6.3 2.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.6
NO NEED NOOBJECT	4.	1 14.3 20.0 2.6	1 14.3 100.0 2.6	0 0.0 0.0 0.0	2 28.6 12.5 5.3	0 0.0 0.0 0.0	3 42.9 42.9 7.9	7 18.4
COLUMN TOTAL		5 13.2	1 2.6	4 10.5	16 42.1	5 13.2	7 18.4	38 100.0
$10,000–$50,000								
NEED OBJECT	1.	1 2.6 50.0 1.4	2 5.1 40.0 2.8	7 17.9 53.8 9.7	19 48.7 67.9 26.4	8 20.5 42.1 11.1	2 5.1 40.0 2.8	39 54.2
NEED NOOBJECT	2.	1 4.8 50.0 1.4	3 14.3 60.0 4.2	4 19.0 30.8 5.6	4 19.0 14.3 5.6	7 33.3 36.8 9.7	2 9.5 40.0 2.8	21 29.2
NO NEED OBJECT	3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 40.0 15.4 2.8	3 60.0 10.7 4.2	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 6.9
NO NEED NOOBJECT	4.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 28.6 7.1 2.8	4 57.1 21.1 5.6	1 14.3 20.0 1.4	7 9.7
COLUMN TOTAL		2 2.8	5 6.9	13 18.1	28 38.9	19 26.4	5 6.9	72 100.0
Over $50,000								
NEED OBJECT	1.	2 3.0 66.7 1.9	1 1.5 33.3 1.0	20 30.3 87.0 19.4	25 37.9 58.1 24.3	17 25.8 63.0 16.5	1 1.5 25.0 1.0	66 64.1
NEED NOOBJECT	2.	0 0.0 0.0 0.0	2 7.4 66.7 1.9	3 11.1 13.0 2.9	13 48.1 30.2 12.6	8 29.6 29.6 7.8	1 3.7 25.0 1.0	27 26.2
NO NEED OBJECT	3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 33.3 2.3 1.0	2 66.7 7.4 1.9	0 0.0 0.0 0.0	3 2.9
NO NEED NOOBJECT	4.	1 14.3 33.3 1.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 57.1 9.3 3.9	0 0.0 0.0 0.0	2 28.6 50.0 1.9	7 6.8
COLUMN TOTAL		3 2.9	3 2.9	23 22.3	43 41.7	27 26.2	4 3.9	103 100.0

TABLE IV-56A
Crosstabulation of Perceptions of Parent Committee Members of the Impact of the Project for the Area of Remedial Mathematics With Four Variables Within Grant Size

HORIZONTAL: effectiveness in overcoming academic difficulties — see Parent Committee Guide, question 24
VERTICAL: grant size (under $10,000, $10,000–50,000, above $50,000) within each: projects having need and objective, need and no objective, no need and an objective, no need and no objective

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   GRANT      GRANT SIZE                                            VALUE =
 * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                   PC24
             COUNT  I
           ROW PCT  I           SOMEWHAT  MODERATE  VERY EFF  NOT APPL    ROW
           COL PCT  I           EFFECTI   LY EFFEC  ECTIVE    ICABLE     TOTAL
           TOT PCT  I       0.I       2.I       3.I       4.I       5.I
      TARGET2       --------I---------I---------I---------I---------I
Under $10,000   1.  I       1 I       0 I       6 I       7 I       0 I     14
   NEED    OBJECT   I     7.1 I     0.0 I    42.9 I    50.0 I     0.0 I   36.8
                    I    25.0 I     0.0 I    46.2 I    53.8 I     0.0 I
                    I     2.6 I     0.0 I    15.8 I    18.4 I     0.0 I
                   -I---------I---------I---------I---------I---------I
                2.  I       3 I       3 I       6 I       6 I       3 I     21
   NEED  NOOBJECT   I    14.3 I    14.3 I    28.6 I    28.6 I    14.3 I   55.3
                    I    75.0 I    75.0 I    46.2 I    46.2 I    75.0 I
                    I     7.9 I     7.9 I    15.8 I    15.8 I     7.9 I
                   -I---------I---------I---------I---------I---------I
                3.  I       0 I       0 I       1 I       0 I       0 I      1
   NO NEED OBJECT   I     0.0 I     0.0 I   100.0 I     0.0 I     0.0 I    2.6
                    I     0.0 I     0.0 I     7.7 I     0.0 I     0.0 I
                    I     0.0 I     0.0 I     2.6 I     0.0 I     0.0 I
                   -I---------I---------I---------I---------I---------I
                4.  I       0 I       1 I       0 I       0 I       1 I      2
   NO NEED NOOBJECT I     0.0 I    50.0 I     0.0 I     0.0 I    50.0 I    5.3
                    I     0.0 I    25.0 I     0.0 I     0.0 I    25.0 I
                    I     0.0 I     2.6 I     0.0 I     0.0 I     2.6 I
                   -I---------I---------I---------I---------I---------I
            COLUMN          4         4        13        13         4       38
$10,000–$50,000  TOTAL   10.5      10.5      34.2      34.2      10.5    100.0
                ---I---------I---------I---------I---------I---------I
                1.  I       0 I       3 I      13 I      12 I       0 I     28
   NEED    OBJECT   I     0.0 I    10.7 I    46.4 I    42.9 I     0.0 I   38.9
                    I     0.0 I    42.9 I    37.1 I    50.0 I     0.0 I
                    I     0.0 I     4.2 I    18.1 I    16.7 I     0.0 I
                   -I---------I---------I---------I---------I---------I
                2.  I       1 I       4 I      19 I       8 I       3 I     35
   NEED  NOOBJECT   I     2.9 I    11.4 I    54.3 I    22.9 I     8.6 I   48.6
                    I    50.0 I    57.1 I    54.3 I    33.3 I    75.0 I
                    I     1.4 I     5.6 I    26.4 I    11.1 I     4.2 I
                   -I---------I---------I---------I---------I---------I
                3.  I       0 I       0 I       1 I       1 I       0 I      2
   NO NEED OBJECT   I     0.0 I     0.0 I    50.0 I    50.0 I     0.0 I    2.8
                    I     0.0 I     0.0 I     2.9 I     4.2 I     0.0 I
                    I     0.0 I     0.0 I     1.4 I     1.4 I     0.0 I
                   -I---------I---------I---------I---------I---------I
                4.  I       1 I       0 I       2 I       3 I       1 I      7
   NO NEED NOOBJECT I    14.3 I     0.0 I    28.6 I    42.9 I    14.3 I    9.7
                    I    50.0 I     0.0 I     5.7 I    12.5 I    25.0 I
                    I     1.4 I     0.0 I     2.8 I     4.2 I     1.4 I
                   -I---------I---------I---------I---------I---------I
            COLUMN          2         7        35        24         4       72
Over $50,000     TOTAL    2.8       9.7      48.6      33.3       5.6    100.0
            --------I---------I---------I---------I---------I---------I
                1.  I       1 I       2 I      32 I      12 I       1 I     48
   NEED    OBJECT   I     2.1 I     4.2 I    66.7 I    25.0 I     2.1 I   46.6
                    I    33.3 I    33.3 I    61.5 I    31.6 I    25.0 I
                    I     1.0 I     1.9 I    31.1 I    11.7 I     1.0 I
                   -I---------I---------I---------I---------I---------I
                2.  I       0 I       2 I      15 I      20 I       1 I     38
   NEED  NOOBJECT   I     0.0 I     5.3 I    39.5 I    52.6 I     2.6 I   36.9
                    I     0.0 I    33.3 I    28.8 I    52.6 I    25.0 I
                    I     0.0 I     1.9 I    14.6 I    19.4 I     1.0 I
                   -I---------I---------I---------I---------I---------I
                3.  I       1 I       1 I       1 I       2 I       0 I      5
   NO NEED OBJECT   I    20.0 I    20.0 I    20.0 I    40.0 I     0.0 I    4.9
                    I    33.3 I    16.7 I     1.9 I     5.3 I     0.0 I
                    I     1.0 I     1.0 I     1.0 I     1.9 I     0.0 I
                   -I---------I---------I---------I---------I---------I
                4.  I       1 I       1 I       4 I       4 I       2 I     12
   NO NEED NOOBJECT I     8.3 I     8.3 I    33.3 I    33.3 I    16.7 I   11.7
                    I    33.3 I    16.7 I     7.7 I    10.5 I    50.0 I
                    I     1.0 I     1.0 I     3.9 I     3.9 I     1.9 I
                   -I---------I---------I---------I---------I---------I
            COLUMN          3         6        52        38         4      103
             TOTAL        2.9       5.8      50.5      36.9       3.9    100.0
```

TABLE IV-56B

Crosstabulation of Perceptions of Parent Committee Members of the Impact of the Project for the Area of Bilingual With Four Variables Within Grant Size

HORIZONTAL: effectiveness in overcoming academic difficulties – see Parent Committee Guide, question 24

VERTICAL: grant size (under $10,000, $10,000–50,000, above $50,000) within each: projects having need and objective, need and no objective, no need and an objective, no need and no objective

```
        GRANT      GRANT SIZE                                                   VALUE =
 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

                        PC24
                COUNT  I
              ROW PCT  I          SOMEWHAT MODERATE VERY EFF NOT APPL   ROW
              COL PCT  I          EFFECTI  LY EFFEC ECTIVE   ICABLE     TOTAL
              TOT PCT  I      0.I      2.I      3.I      4.I      5.I
        TARGET3        --------I--------I--------I--------I--------I
Under $10,000     1.   I      0 I      0 I      0 I      1 I      0 I        1
   NEED     OBJECT     I    0.0 I    0.0 I    0.0 I  100.0 I    0.0 I      2.6
                       I    0.0 I    0.0 I    0.0 I    7.7 I    0.0 I
                       I    0.0 I    0.0 I    0.0 I    2.6 I    0.0 I
                      -I--------I--------I--------I--------I--------I
                  2.   I      1 I      2 I      4 I      2 I      1 I       10
   NEED     NOOBJECT   I   10.0 I   20.0 I   40.0 I   20.0 I   10.0 I     26.3
                       I   25.0 I   50.0 I   30.8 I   15.4 I   25.0 I
                       I    2.6 I    5.3 I   10.5 I    5.3 I    2.6 I
                      -I--------I--------I--------I--------I--------I
                  4.   I      3 I      2 I      9 I     10 I      3 I       27
   NO NEED  NOOBJECT   I   11.1 I    7.4 I   33.3 I   37.0 I   11.1 I     71.1
                       I   75.0 I   50.0 I   69.2 I   76.9 I   75.0 I
                       I    7.9 I    5.3 I   23.7 I   26.3 I    7.9 I
                      -I--------I--------I--------I--------I--------I
               COLUMN         4        4       13       13        4        38
$10,000–$50,000 TOTAL      10.5     10.5     34.2     34.2     10.5     100.0
                       --------I--------I--------I--------I--------I
                  1.   I      0 I      0 I      1 I      0 I      0 I        1
   NEED     OBJECT     I    0.0 I    0.0 I  100.0 I    0.0 I    0.0 I      1.4
                       I    0.0 I    0.0 I    2.9 I    0.0 I    0.0 I
                       I    0.0 I    0.0 I    1.4 I    0.0 I    0.0 I
                      -I--------I--------I--------I--------I--------I
                  2.   I      0 I      5 I      8 I      3 I      1 I       17
   NEED     NOOBJECT   I    0.0 I   29.4 I   47.1 I   17.6 I    5.9 I     23.6
                       I    0.0 I   71.4 I   22.9 I   12.5 I   25.0 I
                       I    0.0 I    6.9 I   11.1 I    4.2 I    1.4 I
                      -I--------I--------I--------I--------I--------I
                  3.   I      0 I      0 I      1 I      0 I      0 I        1
   NO NEED  OBJECT     I    0.0 I    0.0 I  100.0 I    0.0 I    0.0 I      1.4
                       I    0.0 I    0.0 I    2.9 I    0.0 I    0.0 I
                       I    0.0 I    0.0 I    1.4 I    0.0 I    0.0 I
                      -I--------I--------I--------I--------I--------I
                  4.   I      2 I      2 I     25 I     21 I      3 I       53
   NO NEED  NOOBJECT   I    3.8 I    3.8 I   47.2 I   39.6 I    5.7 I     73.6
                       I  100.0 I   28.6 I   71.4 I   87.5 I   75.0 I
                       I    2.8 I    2.8 I   34.7 I   29.2 I    4.2 I
                      -I--------I--------I--------I--------I--------I
               COLUMN         2        7       35       24        4        72
               TOTAL        2.8      9.7     48.6     33.3      5.6     100.0
Over $50,000           --------I--------I--------I--------I--------I
                  1.   I      1 I      1 I      7 I      5 I      0 I       14
   NEED     OBJECT     I    7.1 I    7.1 I   50.0 I   35.7 I    0.0 I     13.6
                       I   33.3 I   16.7 I   13.5 I   13.2 I    0.0 I
                       I    1.0 I    1.0 I    6.8 I    4.9 I    0.0 I
                      -I--------I--------I--------I--------I--------I
                  2.   I      0 I      2 I     17 I      8 I      1 I       28
   NEED     NOOBJECT   I    0.0 I    7.1 I   60.7 I   28.6 I    3.6 I     27.2
                       I    0.0 I   33.3 I   32.7 I   21.1 I   25.0 I
                       I    0.0 I    1.9 I   16.5 I    7.8 I    1.0 I
                      -I--------I--------I--------I--------I--------I
                  3.   I      0 I      2 I      2 I      2 I      0 I        6
   NO NEED  OBJECT     I    0.0 I   33.3 I   33.3 I   33.3 I    0.0 I      5.8
                       I    0.0 I   33.3 I    3.8 I    5.3 I    0.0 I
                       I    0.0 I    1.9 I    1.9 I    1.9 I    0.0 I
                      -I--------I--------I--------I--------I--------I
                  4.   I      2 I      1 I     26 I     23 I      3 I       55
   NO NEED  NOOBJECT   I    3.6 I    1.8 I   47.3 I   41.8 I    5.5 I     53.4
                       I   66.7 I   16.7 I   50.0 I   60.5 I   75.0 I
                       I    1.9 I    1.0 I   25.2 I   22.3 I    2.9 I
                      -I--------I--------I--------I--------I--------I
               COLUMN         3        6       52       38        4       103
               TOTAL        2.9      5.8     50.5     36.9      3.9     100.0
```

TABLE IV-56C
Crosstabulation of Perceptions of Parent Committee Members of the Impact of the Project for the Area of Special Education With Four Variables Within Grant Size

HORIZONTAL: effectiveness in overcoming academic difficulties – see Parent Committee Guide, question 24
VERTICAL: grant size (under $10,000, $10,000–50,000, above $50,000) within each: projects having need and objective, need and no objective, no need and an objective, no need and no objective

PC24

	TARGET	COUNT ROW PCT COL PCT TOT PCT	0.	SOMEWHAT EFFECTI 2.	MODERATELY EFFEC 3.	VERY EFFECTIVE 4.	NOT APPLICABLE 5.	ROW TOTAL
Under $10,000	1. NEED OBJECT		0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 7.7 2.6	0 0.0 0.0 0.0	1 2.6
	2. NEED NOOBJECT		0 0.0 0.0 0.0	2 18.2 50.0 5.3	4 36.4 30.8 10.5	5 45.5 38.5 13.2	0 0.0 0.0 0.0	11 28.9
	4. NO NEED NOOBJECT		4 15.4 100.0 10.5	2 7.7 50.0 5.3	9 34.6 69.2 23.7	7 26.9 53.8 18.4	4 15.4 100.0 10.5	26 68.4
	COLUMN TOTAL		4 10.5	4 10.5	13 34.2	13 34.2	4 10.5	38 100.0
$10,000–$50,000	1. NEED OBJECT		0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 66.7 11.4 5.6	2 33.3 8.3 2.8	0 0.0 0.0 0.0	6 8.3
	2. NEED NOOBJECT		1 3.7 50.0 1.4	4 14.8 57.1 5.6	14 51.9 40.0 19.4	7 25.9 29.2 9.7	1 3.7 25.0 1.4	27 37.5
	3. NO NEED OBJECT		0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 2.9 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 1.4
	4. NO NEED NOOBJECT		1 2.6 50.0 1.4	3 7.9 42.9 4.2	16 42.1 45.7 22.2	15 39.5 62.5 20.8	3 7.9 75.0 4.2	38 52.8
	COLUMN TOTAL		2 2.8	7 9.7	35 48.6	24 33.3	4 5.6	72 100.0
Over $50,000	1. NEED OBJECT		1 10.0 33.3 1.0	0 0.0 0.0 0.0	7 70.0 13.5 6.8	2 20.0 5.3 1.9	0 0.0 0.0 0.0	10 9.7
	2. NEED NOOBJECT		1 2.2 33.3 1.0	1 2.2 16.7 1.0	25 55.6 48.1 24.3	16 35.6 42.1 15.5	2 4.4 50.0 1.9	45 43.7
	3. NO NEED OBJECT		0 0.0 0.0 0.0	2 22.2 33.3 1.9	4 44.4 7.7 3.9	3 33.3 7.9 2.9	0 0.0 0.0 0.0	9 8.7
	4. NO NEED NOOBJECT		1 2.6 33.3 1.0	3 7.7 50.0 2.9	16 41.0 30.8 15.5	17 43.6 44.7 16.5	2 5.1 50.0 1.9	39 37.9
	COLUMN TOTAL		3 2.9	6 5.8	52 50.5	38 36.9	4 3.9	103 100.0

A-191

TABLE IV-57A

Crosstabulation of Perceptions of Parent Commitee Members of the Impact of the Project for the Area of Industrial With Four Variables Within Grant Size

HORIZONTAL: effectiveness in providing supplementary services — see Parent Committee Guide, question 25
VERTICAL: grant size (under $10,000, $10,000–50,000, above $50,000) within each: projects having need and objective, need and no objective, no need and an objective, no need and no objective

```
                         PC25
                COUNT  I
                ROW PCT I          NOT EFFE SOMEWHAT MODERATE VERY EFE NOT APPL    ROW
Under $10,000  COL PCT I          CTIVE    EFFECTI  LY EFFEC ECTIVE   ICABLE     TOTAL
                TOT PCT I      0.I      1.I      2.I      3.I      4.I      5.I
TARGETS         --------I--------I        --------I--------I--------I--------I
                     2. I      3 I                0 I      7 I     17 I      1 I     28
 NEED      NOOBJECT     I   10.7 I              0.0 I   25.0 I   60.7 I    3.6 I   73.7
                        I   75.0 I              0.0 I   63.6 I   85.0 I   50.0 I
                        I    7.9 I              0.0 I   18.4 I   44.7 I    2.6 I
                       -I--------I        --------I--------I--------I--------I
                     4. I      1 I                1 I      4 I      3 I      1 I     10
 NO NEED   NOOBJECT     I   10.0 I             10.0 I   40.0 I   30.0 I   10.0 I   26.3
                        I   25.0 I            100.0 I   36.4 I   15.0 I   50.0 I
                        I    2.6 I              2.6 I   10.5 I    7.9 I    2.6 I
                       -I--------I        --------I--------I--------I--------I
                COLUMN         4                  1       11       20        2       38
                TOTAL       10.5                2.6     28.9     52.6      5.3    100.0
$10,000–$50,000        -I--------I--------I--------I--------I--------I--------I
                     1. I      0 I      0 I      0 I      1 I      2 I      0 I      3
 NEED      OBJECT       I    0.0 I    0.0 I    0.0 I   33.3 I   66.7 I    0.0 I    4.2
                        I    0.0 I    0.0 I    0.0 I    4.3 I    5.3 I    0.0 I
                        I    0.0 I    0.0 I    0.0 I    1.4 I    2.8 I    0.0 I
                       -I--------I--------I--------I--------I--------I--------I
                     2. I      2 I      1 I      1 I     17 I     24 I      2 I     47
 NEED      NOOBJECT     I    4.3 I    2.1 I    2.1 I   36.2 I   51.1 I    4.3 I   65.3
                        I   66.7 I  100.0 I   33.3 I   73.9 I   63.2 I   50.0 I
                        I    2.8 I    1.4 I    1.4 I   23.6 I   33.3 I    2.8 I
                       -I--------I--------I--------I--------I--------I--------I
                     3. I      0 I      0 I      0 I      0 I      4 I      0 I      4
 NO NEED   OBJECT       I    0.0 I    0.0 I    0.0 I    0.0 I  100.0 I    0.0 I    5.6
                        I    0.0 I    0.0 I    0.0 I    0.0 I   10.5 I    0.0 I
                        I    0.0 I    0.0 I    0.0 I    0.0 I    5.6 I    0.0 I
                       -I--------I--------I--------I--------I--------I--------I
                     4. I      1 I      0 I      2 I      5 I      8 I      2 I     18
 NO NEED   NOOBJECT     I    5.6 I    0.0 I   11.1 I   27.8 I   44.4 I   11.1 I   25.0
                        I   33.3 I    0.0 I   66.7 I   21.7 I   21.1 I   50.0 I
                        I    1.4 I    0.0 I    2.8 I    6.9 I   11.1 I    2.8 I
                       -I--------I--------I--------I--------I--------I--------I
                COLUMN         3        1        3       23       38        4       72
                TOTAL        4.2      1.4      4.2     31.9     52.8      5.6    100.0
Over $50,000            I--------        --------I--------I--------I--------I
                     1. I      1                1 I      4 I      7 I      0 I     13
 NEED      OBJECT       I    7.7              7.7 I   30.8 I   53.8 I    0.0 I   12.6
                        I   33.3             20.0 I   11.8 I   11.7 I    0.0 I
                        I    1.0              1.0 I    3.9 I    6.8 I    0.0 I
                       -I--------        --------I--------I--------I--------I
                     2. I      1                4 I     22 I     33 I      1 I     61
 NEED      NOOBJECT     I    1.6              6.6 I   36.1 I   54.1 I    1.6 I   59.2
                        I   33.3             80.0 I   64.7 I   55.0 I  100.0 I
                        I    1.0              3.9 I   21.4 I   32.0 I    1.0 I
                       -I--------        --------I--------I--------I--------I
                     3. I      0                0 I      0 I      3 I      0 I      3
 NO NEED   OBJECT       I    0.0              0.0 I    0.0 I  100.0 I    0.0 I    2.9
                        I    0.0              0.0 I    0.0 I    5.0 I    0.0 I
                        I    0.0              0.0 I    0.0 I    2.9 I    0.0 I
                       -I--------        --------I--------I--------I--------I
                     4. I      1                0 I      8 I     17 I      0 I     26
 NO NEED   NOOBJECT     I    3.8              0.0 I   30.8 I   65.4 I    0.0 I   25.2
                        I   33.3              0.0 I   23.5 I   28.3 I    0.0 I
                        I    1.0              0.0 I    7.8 I   16.5 I    0.0 I
                       -I--------        --------I--------I--------I--------I
                COLUMN         3                5       34       60        1      103
                TOTAL        2.9              4.9     33.0     58.3      1.0    100.0
```

TABLE IV-57B

Crosstabulation of Perceptions of Parent Committee Members of the Impact of the Project for the Area of Agriculture With Four Variables Within Grant Size

HORIZONTAL: effectiveness in providing supplementary services – see Parent Committee Guide, question 25

VERTICAL: grant size (under $10,000, $10,000–50,000, above $50,000) within each: projects having need and objective, need and no objective, no need and an objective, no need and no objective

```
                 ---------PC25------------------------------------------------------------------
                  COUNT   I
                  ROW PCT I          NOT EFFE SOMEWHAT MODERATE VERY EFF NOT APPL    ROW
Under $10,000     COL PCT I          CTIVE     EFFECTI LY EFFEC ECTIVE   ICABLE      TOTAL
                  TOT PCT I      0.I      1.I      2.I      3.I      4.I      5.I
TARGET7           --------I--------I--------I--------I--------I--------I--------I
                       2. I      2 I                 I      0 I      6 I     13 I      1 I     22
NEED       NOOBJECT       I    9.1 I                 I    0.0 I   27.3 I   59.1 I    4.5 I   57.9
                          I   50.0 I                 I    0.0 I   54.5 I   65.0 I   50.0 I
                          I    5.3 I                 I    0.0 I   15.8 I   34.2 I    2.6 I
                         -I--------I                 I--------I--------I--------I--------I
                       4. I      2 I                 I      1 I      5 I      7 I      1 I     16
NO NEED    NOOBJECT       I   12.5 I                 I    6.3 I   31.3 I   43.8 I    6.3 I   42.1
                          I   50.0 I                 I  100.0 I   45.5 I   35.0 I   50.0 I
                          I    5.3 I                 I    2.6 I   13.2 I   18.4 I    2.6 I
                         -I--------I                 I--------I--------I--------I--------I
                   COLUMN        4                          1       11       20        2       38
                   TOTAL      10.5                        2.6     28.9     52.6      5.3    100.0
$10,000–$50,000           --------I--------I--------I--------I--------I--------I
                       1. I      0 I      0 I      0 I      0 I      1 I      0 I      1
NEED       OBJECT         I    0.0 I    0.0 I    0.0 I    0.0 I  100.0 I    0.0 I    1.4
                          I    0.0 I    0.0 I    0.0 I    0.0 I    2.6 I    0.0 I
                          I    0.0 I    0.0 I    0.0 I    0.0 I    1.4 I    0.0 I
                         -I--------I--------I--------I--------I--------I--------I
                       2. I      1 I      0 I      1 I     12 I     20 I      2 I     36
NEED       NOOBJECT       I    2.8 I    0.0 I    2.8 I   33.3 I   55.6 I    5.6 I   50.0
                          I   33.3 I    0.0 I   33.3 I   52.2 I   52.6 I   50.0 I
                          I    1.4 I    0.0 I    1.4 I   16.7 I   27.8 I    2.8 I
                         -I--------I--------I--------I--------I--------I--------I
                       3. I      0 I      0 I      0 I      1 I      3 I      0 I      4
NO NEED    OBJECT         I    0.0 I    0.0 I    0.0 I   25.0 I   75.0 I    0.0 I    5.6
                          I    0.0 I    0.0 I    0.0 I    4.3 I    7.9 I    0.0 I
                          I    0.0 I    0.0 I    0.0 I    1.4 I    4.2 I    0.0 I
                         -I--------I--------I--------I--------I--------I--------I
                       4. I      2 I      1 I      2 I     10 I     14 I      2 I     31
NO NEED    NOOBJECT       I    6.5 I    3.2 I    6.5 I   32.3 I   45.2 I    6.5 I   43.1
                          I   66.7 I  100.0 I   66.7 I   43.5 I   36.8 I   50.0 I
                          I    2.8 I    1.4 I    2.8 I   13.9 I   19.4 I    2.8 I
                         -I--------I--------I--------I--------I--------I--------I
                   COLUMN        3        1        3       23       38        4       72
                   TOTAL       4.2      1.4      4.2     31.9     52.8      5.6    100.0
Over $50,000              --------                  --------I--------I--------I--------I
                       1. I      0 I                 I      0 I      2 I      3 I      0 I      5
NEED       OBJECT         I    0.0 I                 I    0.0 I   40.0 I   60.0 I    0.0 I    4.9
                          I    0.0 I                 I    0.0 I    5.9 I    5.0 I    0.0 I
                          I    0.0 I                 I    0.0 I    1.9 I    2.9 I    0.0 I
                         -I--------I                 I--------I--------I--------I--------I
                       2. I      2 I                 I      2 I     17 I     27 I      1 I     49
NEED       NOOBJECT       I    4.1 I                 I    4.1 I   34.7 I   55.1 I    2.0 I   47.6
                          I   66.7 I                 I   40.0 I   50.0 I   45.0 I  100.0 I
                          I    1.9 I                 I    1.9 I   16.5 I   26.2 I    1.0 I
                         -I--------I                 I--------I--------I--------I--------I
                       3. I      0 I                 I      0 I      0 I      2 I      0 I      2
NO NEED    OBJECT         I    0.0 I                 I    0.0 I    0.0 I  100.0 I    0.0 I    1.9
                          I    0.0 I                 I    0.0 I    0.0 I    3.3 I    0.0 I
                          I    0.0 I                 I    0.0 I    0.0 I    1.9 I    0.0 I
                         -I--------I                 I--------I--------I--------I--------I
                       4. I      1 I                 I      3 I     15 I     28 I      0 I     47
NO NEED    NOOBJECT       I    2.1 I                 I    6.4 I   31.9 I   59.6 I    0.0 I   45.6
                          I   33.3 I                 I   60.0 I   44.1 I   46.7 I    0.0 I
                          I    1.0 I                 I    2.9 I   14.6 I   27.2 I    0.0 I
                         -I--------I                 I--------I--------I--------I--------I
                   COLUMN        3                          5       34       60        1      103
                   TOTAL       2.9                        4.9     33.0     58.3      1.0    100.0
```

TABLE IV-57C

Crosstabulation of Perceptions of Parent Committee Members of the Impact of the Project for the Area of Service Occupations With Four Variables Within Grant Size

HORIZONTAL: effectiveness in providing supplementary services – see Parent Committee Guide, question 25
VERTICAL: grant size (under $10,000, $10,000–50,000, above $50,000) within each: projects having need and objective, need and no objective, no need and an objective, no need and no objective

PC25 COUNT ROW PCT COL PCT TOT PCT TARGETS	0.	NOT EFFECTIVE 1.	SOMEWHAT EFFECTI 2.	MODERATELY EFFEC 3.	VERY EFFECTIVE 4.	NOT APPLICABLE 5.	ROW TOTAL
Under $10,000							
2. NEED NOOBJECT	3 14.3 75.0 7.9		0 0.0 0.0 0.0	5 23.8 45.5 13.2	12 57.1 60.0 31.6	1 4.8 50.0 2.6	21 55.3
4. NO NEED NOOBJECT	1 5.9 25.0 2.6		1 5.9 100.0 2.6	6 35.3 54.5 15.8	8 47.1 40.0 21.1	1 5.9 50.0 2.6	17 44.7
COLUMN TOTAL	4 10.5		1 2.6	11 28.9	20 52.6	2 5.3	38 100.0
$10,000–$50,000							
1. NEED OBJECT	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 5.3 2.8	0 0.0 0.0 0.0	2 2.8
2. NEED NOOBJECT	1 2.2 33.3 1.4	0 0.0 0.0 0.0	1 2.2 33.3 1.4	18 40.0 78.3 25.0	22 48.9 57.9 30.6	3 6.7 75.0 4.2	45 62.5
3. NO NEED OBJECT	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 100.0 5.3 2.8	0 0.0 0.0 0.0	2 2.8
4. NO NEED NOOBJECT	2 8.7 66.7 2.8	1 4.3 100.0 1.4	2 8.7 66.7 2.8	5 21.7 21.7 6.9	12 52.2 31.6 16.7	1 4.3 25.0 1.4	23 31.9
COLUMN TOTAL	3 4.2	1 1.4	3 4.2	23 31.9	38 52.8	4 5.6	72 100.0
Over $50,000							
1. NEED OBJECT	0 0.0 0.0 0.0		1 9.1 20.0 1.0	5 45.5 14.7 4.9	5 45.5 8.3 4.9	0 0.0 0.0 0.0	11 10.7
2. NEED NOOBJECT	1 1.8 33.3 1.0		2 3.6 40.0 1.9	20 35.7 58.8 19.4	32 57.1 53.3 31.1	1 1.8 100.0 1.0	56 54.4
3. NO NEED OBJECT	1 25.0 33.3 1.0		0 0.0 0.0 0.0	1 25.0 2.9 1.0	2 50.0 3.3 1.9	0 0.0 0.0 0.0	4 3.9
4. NO NEED NOOBJECT	1 3.1 33.3 1.0		2 6.3 40.0 1.9	8 25.0 23.5 7.8	21 65.6 35.0 20.4	0 0.0 0.0 0.0	32 31.1
COLUMN TOTAL	3 2.9		5 4.9	34 33.0	60 58.3	1 1.0	103 100.0

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TABLE IV-57D

Crosstabulation of Perceptions of Parent Committee Members of the Impact of the Project for the Area of Business With Four Variables Within Grant Size

HORIZONTAL: effectiveness in providing supplementary services – see Parent Committee Guide, question 25

VERTICAL: grant size (under $10,000, $10,000–50,000, above $50,000) within each: projects having need and objective, need and no objective, no need and an objective, no need and no objective

```
                   PC25
          COUNT   I
        ROW PCT   I            NOT EFFE SOMEWHAT MODERATE VERY EFF NOT APPL    ROW
        COL PCT   I            CTIVE    EFFECTI  LY EFFEC ECTIVE   ICABLE     TOTAL
        TOT PCT   I        0.I      1.I      2.I      3.I      4.I      5.I
TARGETH  --------I--------I--------I--------I--------I--------I--------I
Under $10,000
             2.   I       2          I       0 I       6 I      15 I       1 I     24
NEED   NOOBJECT   I     8.3          I     0.0 I    25.0 I    62.5 I     4.2 I   63.2
                  I    50.0          I     0.0 I    54.5 I    75.0 I    50.0 I
                  I     5.3          I     0.0 I    15.8 I    39.5 I     2.6 I
                 -I--------          I--------I--------I--------I--------I
             4.   I       2          I       1 I       5 I       5 I       1 I     14
NO NEED NOOBJECT  I    14.3          I     7.1 I    35.7 I    35.7 I     7.1 I   36.8
                  I    50.0          I   100.0 I    45.5 I    25.0 I    50.0 I
                  I     5.3          I     2.6 I    13.2 I    13.2 I     2.6 I
                 -I--------          I--------I--------I--------I--------I
         COLUMN           4                  1       11       20        2       38
          TOTAL        10.5                2.6     28.9     52.6      5.3    100.0
$10,000–$50,000
             1.   I       0 I       1 I       0 I       1 I       2 I       0 I      4
NEED     OBJECT   I     0.0 I    25.0 I     0.0 I    25.0 I    50.0 I     0.0 I    5.6
                  I     0.0 I   100.0 I     0.0 I     4.3 I     5.3 I     0.0 I
                  I     0.0 I     1.4 I     0.0 I     1.4 I     2.8 I     0.0 I
                 -I--------I--------I--------I--------I--------I--------I
             2.   I       2 I       0 I       1 I      19 I      25 I       1 I     48
NEED   NOOBJECT   I     4.2 I     0.0 I     2.1 I    39.6 I    52.1 I     2.1 I   66.7
                  I    66.7 I     0.0 I    33.3 I    82.6 I    65.8 I    25.0 I
                  I     2.8 I     0.0 I     1.4 I    26.4 I    34.7 I     1.4 I
                 -I--------I--------I--------I--------I--------I--------I
             3.   I       0 I       0 I       0 I       0 I       2 I       0 I      2
NO NEED OBJECT    I     0.0 I     0.0 I     0.0 I     0.0 I   100.0 I     0.0 I    2.8
                  I     0.0 I     0.0 I     0.0 I     0.0 I     5.3 I     0.0 I
                  I     0.0 I     0.0 I     0.0 I     0.0 I     2.8 I     0.0 I
                 -I--------I--------I--------I--------I--------I--------I
             4.   I       1 I       0 I       2 I       3 I       9 I       3 I     18
NO NEED NOOBJECT  I     5.6 I     0.0 I    11.1 I    16.7 I    50.0 I    16.7 I   25.0
                  I    33.3 I     0.0 I    66.7 I    13.0 I    23.7 I    75.0 I
                  I     1.4 I     0.0 I     2.8 I     4.2 I    12.5 I     4.2 I
                 -I--------I--------I--------I--------I--------I--------I
         COLUMN           3        1        3       23       38        4       72
          TOTAL         4.2      1.4      4.2     31.9     52.8      5.6    100.0
Over $50,000
             1.   I       1          I       1 I       8 I       9 I       0 I     19
NEED     OBJECT   I     5.3          I     5.3 I    42.1 I    47.4 I     0.0 I   18.4
                  I    33.3          I    20.0 I    23.5 I    15.0 I     0.0 I
                  I     1.0          I     1.0 I     7.8 I     8.7 I     0.0 I
                 -I--------          I--------I--------I--------I--------I
             2.   I       1          I       4 I      19 I      33 I       1 I     58
NEED   NOOBJECT   I     1.7          I     6.9 I    32.8 I    56.9 I     1.7 I   56.3
                  I    33.3          I    80.0 I    55.9 I    55.0 I   100.0 I
                  I     1.0          I     3.9 I    18.4 I    32.0 I     1.0 I
                 -I--------          I--------I--------I--------I--------I
             3.   I       0          I       0 I       1 I       1 I       0 I      2
NO NEED OBJECT    I     0.0          I     0.0 I    50.0 I    50.0 I     0.0 I    1.9
                  I     0.0          I     0.0 I     2.9 I     1.7 I     0.0 I
                  I     0.0          I     0.0 I     1.0 I     1.0 I     0.0 I
                 -I--------          I--------I--------I--------I--------I
             4.   I       1          I       0 I       6 I      17 I       0 I     24
NO NEED NOOBJECT  I     4.2          I     0.0 I    25.0 I    70.8 I     0.0 I   23.3
                  I    33.3          I     0.0 I    17.6 I    28.3 I     0.0 I
                  I     1.0          I     0.0 I     5.8 I    16.5 I     0.0 I
                 -I--------          I--------I--------I--------I--------I
         COLUMN           3                  5       34       60        1      103
          TOTAL         2.9                4.9     33.0     58.3      1.0    100.0
```

TABLE IV-57E

Crosstabulation of Perceptions of Parent Committee Members of the Impact of the Project for the Area of Domestic With Four Variables Within Grant Size

HORIZONTAL: effectiveness in providing supplementary services – see Parent Committee Guide, qeustion 25
VERTICAL: grant size (under $10,000, $10,000–50,000, above $50,000) within each: projects having need and objective, need and no objective, no need and an objective, no need and no objective

```
                          PC25
                  COUNT  I
                ROW PCT  I          NOT EFFE SOMEWHAT MODERATE VERY EFF NOT APPL   ROW
                COL PCT  I          CTIVE    EFFECTI  LY EFFEC ECTIVE   ICABLE     TOTAL
Under $10,000   TOT PCT  I      0.I      1.I      2.I      3.I      4.I      5.I
TARGETIU        --------I--------I        I--------I--------I--------I--------I
                     2.  I      2  I        I      0 I      6 I     16 I      1 I     25
 NEED      NOOBJECT      I    8.0  I        I    0.0 I   24.0 I   64.0 I    4.0 I   65.8
                         I   50.0  I        I    0.0 I   54.5 I   80.0 I   50.0 I
                         I    5.3  I        I    0.0 I   15.8 I   42.1 I    2.6 I
                        -I--------I        I--------I--------I--------I--------I
                     4.  I      2  I        I      1 I      5 I      4 I      1 I     13
 NO NEED NOOBJECT        I   15.4  I        I    7.7 I   38.5 I   30.8 I    7.7 I   34.2
                         I   50.0  I        I  100.0 I   45.5 I   20.0 I   50.0 I
                         I    5.3  I        I    2.6 I   13.2 I   10.5 I    2.6 I
                        -I--------I        I--------I--------I--------I--------I
                 COLUMN         4                  1       11       20        2       38
                  TOTAL      10.5                2.6     28.9     52.6      5.3     100.
$10,000–$50,000         -I--------I--------I--------I--------I--------I--------I
                     1.  I      0 I      0 I      0 I      0 I      3 I      0 I      3
 NEED      OBJECT        I    0.0 I    0.0 I    0.0 I    0.0 I  100.0 I    0.0 I    4.2
                         I    0.0 I    0.0 I    0.0 I    0.0 I    7.9 I    0.0 I
                         I    0.0 I    0.0 I    0.0 I    0.0 I    4.2 I    0.0 I
                        -I--------I--------I--------I--------I--------I--------I
                     2.  I      2 I      1 I      1 I     18 I     23 I      2 I     47
 NEED      NOOBJECT      I    4.3 I    2.1 I    2.1 I   38.3 I   48.9 I    4.3 I   65.3
                         I   66.7 I  100.0 I   33.3 I   78.3 I   60.5 I   50.0 I
                         I    2.8 I    1.4 I    1.4 I   25.0 I   31.9 I    2.8 I
                        -I--------I--------I--------I--------I--------I--------I
                     3.  I      0 I      0 I      0 I      0 I      2 I      0 I      2
 NO NEED OBJECT          I    0.0 I    0.0 I    0.0 I    0.0 I  100.0 I    0.0 I    2.8
                         I    0.0 I    0.0 I    0.0 I    0.0 I    5.3 I    0.0 I
                         I    0.0 I    0.0 I    0.0 I    0.0 I    2.8 I    0.0 I
                        -I--------I--------I--------I--------I--------I--------I
                     4.  I      1 I      0 I      2 I      5 I     10 I      2 I     20
 NO NEED NOOBJECT        I    5.0 I    0.0 I   10.0 I   25.0 I   50.0 I   10.0 I   27.8
                         I   33.3 I    0.0 I   66.7 I   21.7 I   26.3 I   50.0 I
                         I    1.4 I    0.0 I    2.8 I    6.9 I   13.9 I    2.8 I
                        -I--------I--------I--------I--------I--------I--------I
                 COLUMN         3        1        3       23       38        4       72
                  TOTAL       4.2      1.4      4.2     31.9     52.8      5.6    100.0
Over $50,000            -I--------I        I--------I--------I--------I--------I
                     1.  I      0 I        I      1 I      4 I      9 I      0 I     14
 NEED      OBJECT        I    0.0 I        I    7.1 I   28.6 I   64.3 I    0.0 I   13.6
                         I    0.0 I        I   20.0 I   11.8 I   15.0 I    0.0 I
                         I    0.0 I        I    1.0 I    3.9 I    8.7 I    0.0 I
                        -I--------I        I--------I--------I--------I--------I
                     2.  I      2 I        I      3 I     22 I     34 I      1 I     62
 NEED      NOOBJECT      I    3.2 I        I    4.8 I   35.5 I   54.8 I    1.6 I   60.2
                         I   66.7 I        I   60.0 I   64.7 I   56.7 I  100.0 I
                         I    1.9 I        I    2.9 I   21.4 I   33.0 I    1.0 I
                        -I--------I        I--------I--------I--------I--------I
                     3.  I      0 I        I      0 I      0 I      1 I      0 I      1
 NO NEED OBJECT          I    0.0 I        I    0.0 I    0.0 I  100.0 I    0.0 I    1.0
                         I    0.0 I        I    0.0 I    0.0 I    1.7 I    0.0 I
                         I    0.0 I        I    0.0 I    0.0 I    1.0 I    0.0 I
                        -I--------I        I--------I--------I--------I--------I
                     4.  I      1 I        I      1 I      8 I     16 I      0 I     26
 NO NEED NOOBJECT        I    3.8 I        I    3.8 I   30.8 I   61.5 I    0.0 I   25.2
                         I   33.3 I        I   20.0 I   23.5 I   26.7 I    0.0 I
                         I    1.0 I        I    1.0 I    7.8 I   15.5 I    0.0 I
                        -I--------I        I--------I--------I--------I--------I
                 COLUMN         3                  5       34       60        1      103
                  TOTAL       2.9                4.9     33.0     58.3      1.0    100.0
```

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TABLE IV-58A

Crosstabulation of Perceptions of Parent Committee Members of the Impact of the Project for the Area of Attendance With Four Variables Within Grant Size

HORIZONTAL: effectiveness in improving attitudes toward school – see Parent Committee Guide, question 26

VERTICAL: grant size (under $10,000, $10,000–50,000, above $50,000) within each: projects having need and objective, need and no objective, no need and an objective, no need and no objective

PC26 COUNT ROW PCT COL PCT TOT PCT	0.	NO IMPROVEMENT 1.	LITTLE IMPROVEME 2.	MODERATE IMPROVE 3.	GREAT IMPROVEMEN 4.	NOT APPLICABLE 5.	ROW TOTAL
Under $10,000 TARGET16							
1. NEED OBJECT	1 16.7 25.0 2.6		0 0.0 0.0 0.0	2 33.3 13.3 5.3	3 50.0 27.3 7.9	0 0.0 0.0 0.0	6 15.8
2. NEED NOOBJECT	2 10.0 50.0 5.3		1 5.0 16.7 2.6	11 55.0 73.3 28.9	5 25.0 45.5 13.2	1 5.0 50.0 2.6	20 52.6
3. NO NEED OBJECT	0 0.0 0.0 0.0		1 33.3 16.7 2.6	0 0.0 0.0 0.0	2 66.7 18.2 5.3	0 0.0 0.0 0.0	3 7.9
4. NO NEED NOOBJECT	1 11.1 25.0 2.6		4 44.4 66.7 10.5	2 22.2 13.3 5.3	1 11.1 9.1 2.6	1 11.1 50.0 2.6	9 23.7
COLUMN TOTAL	4 10.5		6 15.8	15 39.5	11 28.9	2 5.3	38 100.0
$10,000–$50,000							
1. NEED OBJECT	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 3.0 25.0 1.4	19 57.6 51.4 26.4	12 36.4 50.0 16.7	1 3.0 33.3 1.4	33 45.8
2. NEED NOOBJECT	2 7.4 66.7 2.8	1 3.7 100.0 1.4	3 11.1 75.0 4.2	13 48.1 35.1 18.1	7 25.9 29.2 9.7	1 3.7 33.3 1.4	27 37.5
3. NO NEED OBJECT	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 80.0 10.8 5.6	1 20.0 4.2 1.4	0 0.0 0.0 0.0	5 6.9
4. NO NEED NOOBJECT	1 14.3 33.3 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 14.3 2.7 1.4	4 57.1 16.7 5.6	1 14.3 33.3 1.4	7 9.7
COLUMN TOTAL	3 4.2	1 1.4	4 5.6	37 51.4	24 33.3	3 4.2	72 100.0
Over $50,000							
1. NEED OBJECT	2 4.0 66.7 1.9		1 2.0 25.0 1.0	30 60.0 55.6 29.1	17 34.0 42.5 16.5	0 0.0 0.0 0.0	50 48.5
2. NEED NOOBJECT	0 0.0 0.0 0.0		2 5.4 50.0 1.9	15 40.5 27.8 14.6	19 51.4 47.5 18.4	1 2.7 50.0 1.0	37 35.9
3. NO NEED OBJECT	0 0.0 0.0 0.0		0 0.0 0.0 0.0	3 60.0 5.6 2.9	2 40.0 5.0 1.9	0 0.0 0.0 0.0	5 4.9
4. NO NEED NOOBJECT	1 9.1 33.3 1.0		1 9.1 25.0 1.0	6 54.5 11.1 5.8	2 18.2 5.0 1.9	1 9.1 50.0 1.0	11 10.7
COLUMN TOTAL	3 2.9		4 3.9	54 52.4	40 38.8	2 1.9	103 100.0

TABLE IV-58B

Crosstabulation of Perceptions of Parent Committee Members of the Impact of the Project for the Area of Attitude Toward School With Four Variables Within Grant Size

HORIZONTAL: effectiveness in improving attitudes toward school – see Parent Committee Guide, question 26
VERTICAL: grant size (under $10,000, $10,000–50,000, above $50,000) within each: projects having need and objective, need and no objective, no need and an objective, no need and no objective

PC26

TARGET19 — COUNT ROW PCT COL PCT TOT PCT	0.	NO IMPROVEMENT 1.	LITTLE IMPROVEME 2.	MODERATE IMPROVE 3.	GREAT IMPROVEMEN 4.	NOT APPLICABLE 5.	ROW TOTAL
Under $10,000							
1. NEED OBJECT	1 10.0 25.0 2.6		1 10.0 16.7 2.6	5 50.0 33.3 13.2	2 20.0 18.2 5.3	1 10.0 50.0 2.6	10 26.3
2. NEED NOOBJECT	2 10.5 50.0 5.3		1 5.3 16.7 2.6	9 47.4 60.0 23.7	6 31.6 54.5 15.8	1 5.3 50.0 2.6	19 50.0
3. NO NEED OBJECT	0 0.0 0.0 0.0		0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 9.1 2.6	0 0.0 0.0 0.0	1 2.6
4. NO NEED NOOBJECT	1 12.5 25.0 2.6		4 50.0 66.7 10.5	1 12.5 6.7 2.6	2 25.0 18.2 5.3	0 0.0 0.0 0.0	8 21.1
COLUMN TOTAL	4 10.5		6 15.8	15 39.5	11 28.9	2 5.3	38 100.0
$10,000–$50,000							
1. NEED OBJECT	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.9 25.0 1.4	18 52.9 48.6 25.0	13 38.2 54.2 18.1	2 5.9 66.7 2.8	34 47.2
2. NEED NOOBJECT	2 7.4 66.7 2.8	1 3.7 100.0 1.4	3 11.1 75.0 4.2	12 44.4 32.4 16.7	9 33.3 37.5 12.5	0 0.0 0.0 0.0	27 37.5
3. NO NEED OBJECT	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 100.0 10.8 5.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 5.6
4. NO NEED NOOBJECT	1 14.3 33.3 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 42.9 8.1 4.2	2 28.6 8.3 2.8	1 14.3 33.3 1.4	7 9.7
COLUMN TOTAL	3 4.2	1 1.4	4 5.6	37 51.4	24 33.3	3 4.2	72 100.0
Over $50,000							
1. NEED OBJECT	2 3.4 66.7 1.9		2 3.4 50.0 1.9	31 53.4 57.4 30.1	23 39.7 57.5 22.3	0 0.0 0.0 0.0	58 56.3
2. NEED NOOBJECT	0 0.0 0.0 0.0		1 3.0 25.0 1.0	17 51.5 31.5 16.5	14 42.4 35.0 13.6	1 3.0 50.0 1.0	33 32.0
3. NO NEED OBJECT	0 0.0 0.0 0.0		0 0.0 0.0 0.0	1 50.0 1.9 1.0	1 50.0 2.5 1.0	0 0.0 0.0 0.0	2 1.9
4. NO NEED NOOBJECT	1 10.0 33.3 1.0		1 10.0 25.0 1.0	5 50.0 9.3 4.9	2 20.0 5.0 1.9	1 10.0 50.0 1.0	10 9.7
COLUMN TOTAL	3 2.9		4 3.9	54 52.4	40 38.8	2 1.9	103 100.0

TABLE IV-59A

Crosstabulation of Perceptions of Parent Committee Members of the Impact of the Project for the Area of Self-Concept With Four Variables Within Grant Size

HORIZONTAL: effectiveness in developing self-concept – see Parent Committee Guide, question 27

VERTICAL: grant size (under $10,000, $10,000–50,000, above $50,000) within each: projects having need and objective, need and no objective, no need and an objective, no need and no objective

Under $10,000

TARGET17	PC27 COUNT ROW PCT COL PCT TOT PCT	0.	LITTLE 2.	MODERATELY 3.	CONSIDERABLY 4.	NOT APPLICABLE 5.	ROW TOTAL
1. NEED OBJECT	COUNT	1	0	7	5	0	13
	ROW PCT	7.7	0.0	53.8	38.5	0.0	34.2
	COL PCT	25.0	0.0	43.8	35.7	0.0	
	TOT PCT	2.6	0.0	18.4	13.2	0.0	
2. NEED NOOBJECT	COUNT	2	2	6	6	0	16
	ROW PCT	12.5	12.5	37.5	37.5	0.0	42.1
	COL PCT	50.0	66.7	37.5	42.9	0.0	
	TOT PCT	5.3	5.3	15.8	15.8	0.0	
4. NO NEED NOOBJECT	COUNT	1	1	3	3	1	9
	ROW PCT	11.1	11.1	33.3	33.3	11.1	23.7
	COL PCT	25.0	33.3	18.8	21.4	100.0	
	TOT PCT	2.6	2.6	7.9	7.9	2.6	
COLUMN TOTAL		4	3	16	14	1	38
		10.5	7.9	42.1	36.8	2.6	100.0

$10,000–$50,000

TARGET17		0.	LITTLE 2.	MODERATELY 3.	CONSIDERABLY 4.	NOT APPLICABLE 5.	ROW TOTAL
1. NEED OBJECT	COUNT	0	1	10	23	1	35
	ROW PCT	0.0	2.9	28.6	65.7	2.9	48.6
	COL PCT	0.0	33.3	35.7	60.5	100.0	
	TOT PCT	0.0	1.4	13.9	31.9	1.4	
2. NEED NOOBJECT	COUNT	2	1	12	11	0	26
	ROW PCT	7.7	3.8	46.2	42.3	0.0	36.1
	COL PCT	100.0	33.3	42.9	28.9	0.0	
	TOT PCT	2.8	1.4	16.7	15.3	0.0	
3. NO NEED OBJECT	COUNT	0	0	4	2	0	6
	ROW PCT	0.0	0.0	66.7	33.3	0.0	8.3
	COL PCT	0.0	0.0	14.3	5.3	0.0	
	TOT PCT	0.0	0.0	5.6	2.8	0.0	
4. NO NEED NOOBJECT	COUNT	0	1	2	2	0	5
	ROW PCT	0.0	20.0	40.0	40.0	0.0	6.9
	COL PCT	0.0	33.3	7.1	5.3	0.0	
	TOT PCT	0.0	1.4	2.8	2.8	0.0	
COLUMN TOTAL		2	3	28	38	1	72
		2.8	4.2	38.9	52.8	1.4	100.0

Over $50,000

TARGET17		0.	MODERATELY 3.	CONSIDERABLY 4.	ROW TOTAL
1. NEED OBJECT	COUNT	2	23	35	60
	ROW PCT	3.3	38.3	58.3	58.3
	COL PCT	66.7	62.2	55.6	
	TOT PCT	1.9	22.3	34.0	
2. NEED NOOBJECT	COUNT	0	9	22	31
	ROW PCT	0.0	29.0	71.0	30.1
	COL PCT	0.0	24.3	34.9	
	TOT PCT	0.0	8.7	21.4	
3. NO NEED OBJECT	COUNT	0	0	3	3
	ROW PCT	0.0	0.0	100.0	2.9
	COL PCT	0.0	0.0	4.8	
	TOT PCT	0.0	0.0	2.9	
4. NO NEED NOOBJECT	COUNT	1	5	3	9
	ROW PCT	11.1	55.6	33.3	8.7
	COL PCT	33.3	13.5	4.8	
	TOT PCT	1.0	4.9	2.9	
COLUMN TOTAL		3	37	63	103
		2.9	35.9	61.2	100.0

TABLE IV-59B

Crosstabulation of Perceptions of Parent Committee Members of the Impact of the Project for the Area of Responsibility/Self-Direction With Four Variables Within Grant Size

HORIZONTAL: effectiveness in developing self-concept – see Parent Committee Guide, question 27
VERTICAL: grant size (under $10,000, $10,000–50,000, above $50,000) within each: projects having need and objective, need and no objective, no need and an objective, no need and no objective

Under $10,000

```
                      PC27
           COUNT     I
          ROW PCT    I           LITTLE     MODERATE  CONSIDER  NOT APPL      ROW
          COL PCT    I                      LY        ABLY      ICABLE        TOTAL
          TOT PCT    I       0.I       2.I       3.I       4.I       5.I
TARGET16             -I--------I--------I--------I--------I--------I
                   1. I       1 I       0 I       2 I       5 I       0 I       8
  NEED     OBJECT     I    12.5 I     0.0 I    25.0 I    62.5 I     0.0 I    21.1
                      I    25.0 I     0.0 I    12.5 I    35.7 I     0.0 I
                      I     2.6 I     0.0 I     5.3 I    13.2 I     0.0 I
                     -I--------I--------I--------I--------I--------I
                   2. I       3 I       2 I      10 I       7 I       0 I      22
  NEED     NOOBJECT   I    13.6 I     9.1 I    45.5 I    31.8 I     0.0 I    57.9
                      I    75.0 I    66.7 I    62.5 I    50.0 I     0.0 I
                      I     7.9 I     5.3 I    26.3 I    18.4 I     0.0 I
                     -I--------I--------I--------I--------I--------I
                   3. I       0 I       0 I       2 I       0 I       0 I       2
  NO NEED OBJECT      I     0.0 I     0.0 I   100.0 I     0.0 I     0.0 I     5.3
                      I     0.0 I     0.0 I    12.5 I     0.0 I     0.0 I
                      I     0.0 I     0.0 I     5.3 I     0.0 I     0.0 I
                     -I--------I--------I--------I--------I--------I
                   4. I       0 I       1 I       2 I       2 I       1 I       6
  NO NEED NOOBJECT    I     0.0 I    16.7 I    33.3 I    33.3 I    16.7 I    15.8
                      I     0.0 I    33.3 I    12.5 I    14.3 I   100.0 I
                      I     0.0 I     2.6 I     5.3 I     5.3 I     2.6 I
                     -I--------I--------I--------I--------I--------I
            COLUMN            4         3        16        14         1        38
            TOTAL          10.5       7.9      42.1      36.8       2.6     100.0
```

$10,000–$50,000

```
                     -I--------I--------I--------I--------I--------I
                   1. I       0 I       1 I       7 I      20 I       1 I      29
  NEED     OBJECT     I     0.0 I     3.4 I    24.1 I    69.0 I     3.4 I    40.3
                      I     0.0 I    33.3 I    25.0 I    52.6 I   100.0 I
                      I     0.0 I     1.4 I     9.7 I    27.8 I     1.4 I
                     -I--------I--------I--------I--------I--------I
                   2. I       2 I       1 I      17 I      14 I       0 I      34
  NEED     NOOBJECT   I     5.9 I     2.9 I    50.0 I    41.2 I     0.0 I    47.2
                      I   100.0 I    33.3 I    60.7 I    36.8 I     0.0 I
                      I     2.8 I     1.4 I    23.6 I    19.4 I     0.0 I
                     -I--------I--------I--------I--------I--------I
                   3. I       0 I       0 I       3 I       1 I       0 I       4
  NO NEED OBJECT      I     0.0 I     0.0 I    75.0 I    25.0 I     0.0 I     5.6
                      I     0.0 I     0.0 I    10.7 I     2.6 I     0.0 I
                      I     0.0 I     0.0 I     4.2 I     1.4 I     0.0 I
                     -I--------I--------I--------I--------I--------I
                   4. I       0 I       1 I       1 I       3 I       0 I       5
  NO NEED NOOBJECT    I     0.0 I    20.0 I    20.0 I    60.0 I     0.0 I     6.9
                      I     0.0 I    33.3 I     3.6 I     7.9 I     0.0 I
                      I     0.0 I     1.4 I     1.4 I     4.2 I     0.0 I
                     -I--------I--------I--------I--------I--------I
            COLUMN            2         3        28        38         1        72
            TOTAL           2.8       4.2      38.9      52.8       1.4     100.0
```

Over $50,000

```
                     -I--------I         I--------I--------I
                   1. I       2 I         I      19 I      33 I                54
  NEED     OBJECT     I     3.7 I         I    35.2 I    61.1 I              52.4
                      I    66.7 I         I    51.4 I    52.4 I
                      I     1.9 I         I    18.4 I    32.0 I
                     -I--------I         I--------I--------I
                   2. I       0 I         I      14 I      25 I                39
  NEED     NOOBJECT   I     0.0 I         I    35.9 I    64.1 I              37.9
                      I     0.0 I         I    37.8 I    39.7 I
                      I     0.0 I         I    13.6 I    24.3 I
                     -I--------I         I--------I--------I
                   3. I       0 I         I       0 I       3 I                 3
  NO NEED OBJECT      I     0.0 I         I     0.0 I   100.0 I               2.9
                      I     0.0 I         I     0.0 I     4.8 I
                      I     0.0 I         I     0.0 I     2.9 I
                     -I--------I         I--------I--------I
                   4. I       1 I         I       4 I       2 I                 7
  NO NEED NOOBJECT    I    14.3 I         I    57.1 I    28.6 I               6.8
                      I    33.3 I         I    10.8 I     3.2 I
                      I     1.0 I         I     3.9 I     1.9 I
                     -I--------I         I--------I--------I
            COLUMN            3                  37        63               103
            TOTAL           2.9                35.9      61.2             100.0
```

TABLE IV-59C

Crosstabulation of Perceptions of Parent Committee Members of the Impact of the Project for the Area of Attitude Toward Peers With Four Variables Within Grant Size

HORIZONTAL: effecdiveness in developing self-concept – see Parent Committee Guide, question 27
VERTICAL: grant size (under $10,000, $10,000–50,000, above $50,000) within each: projects having need and objective, need and no objective, no need and an objective, no need and no objective

```
                                  PC27
                        COUNT   I
                      ROW PCT   I           LITTLE    MODERATE  CONSIDER  NOT APPL     ROW
Under $10,000         COL PCT   I                     LY        ABLY      ICABLE       TOTAL
                      TOT PCT   I       0.I       2.I       3.I       4.I       5.I
            TARGET2J  --------  I---------I---------I---------I---------I---------I
                            1.  I       1 I       0 I       1 I       4 I       0 I       6
             NEED     OBJECT    I    16.7 I     0.0 I    16.7 I    66.7 I     0.0 I    15.8
                                I    25.0 I     0.0 I     6.3 I    28.6 I     0.0 I
                                I     2.6 I     0.0 I     2.6 I    10.5 I     0.0 I
                               -I---------I---------I---------I---------I---------I
                            2.  I       2 I       1 I       7 I       4 I       0 I      14
             NEED     NOOBJECT  I    14.3 I     7.1 I    50.0 I    28.6 I     0.0 I    36.8
                                I    50.0 I    33.3 I    43.8 I    28.6 I     0.0 I
                                I     5.3 I     2.6 I    18.4 I    10.5 I     0.0 I
                               -I---------I---------I---------I---------I---------I
                            3.  I       0 I       0 I       3 I       0 I       0 I       3
             NO NEED  OBJECT    I     0.0 I     0.0 I   100.0 I     0.0 I     0.0 I     7.9
                                I     0.0 I     0.0 I    18.8 I     0.0 I     0.0 I
                                I     0.0 I     0.0 I     7.9 I     0.0 I     0.0 I
                               -I---------I---------I---------I---------I---------I
                            4.  I       1 I       2 I       5 I       6 I       1 I      15
             NO NEED  NOOBJECT  I     6.7 I    13.3 I    33.3 I    40.0 I     6.7 I    39.5
                                I    25.0 I    66.7 I    31.3 I    42.9 I   100.0 I
                                I     2.6 I     5.3 I    13.2 I    15.8 I     2.6 I
                               -I---------I---------I---------I---------I---------I
                       COLUMN           4         3        16        14         1        38
$10,000–$50,000         TOTAL        10.5       7.9      42.1      36.8       2.6     100.0
                      --------  I---------I---------I---------I---------I---------I
                            1.  I       0 I       0 I       9 I      19 I       1 I      29
             NEED     OBJECT    I     0.0 I     0.0 I    31.0 I    65.5 I     3.4 I    40.3
                                I     0.0 I     0.0 I    32.1 I    50.0 I   100.0 I
                                I     0.0 I     0.0 I    12.5 I    26.4 I     1.4 I
                               -I---------I---------I---------I---------I---------I
                            2.  I       2 I       2 I      12 I      10 I       0 I      26
             NEED     NOOBJECT  I     7.7 I     7.7 I    46.2 I    38.5 I     0.0 I    36.1
                                I   100.0 I    66.7 I    42.9 I    26.3 I     0.0 I
                                I     2.8 I     2.8 I    16.7 I    13.9 I     0.0 I
                               -I---------I---------I---------I---------I---------I
                            3.  I       0 I       0 I       3 I       2 I       0 I       5
             NO NEED  OBJECT    I     0.0 I     0.0 I    60.0 I    40.0 I     0.0 I     6.9
                                I     0.0 I     0.0 I    10.7 I     5.3 I     0.0 I
                                I     0.0 I     0.0 I     4.2 I     2.8 I     0.0 I
                               -I---------I---------I---------I---------I---------I
                            4.  I       0 I       1 I       4 I       7 I       0 I      12
             NO NEED  NOOBJECT  I     0.0 I     8.3 I    33.3 I    58.3 I     0.0 I    16.7
                                I     0.0 I    33.3 I    14.3 I    18.4 I     0.0 I
                                I     0.0 I     1.4 I     5.6 I     9.7 I     0.0 I
                               -I---------I---------I---------I---------I---------I
                       COLUMN           2         3        28        38         1        72
Over $50,000            TOTAL         2.8       4.2      38.9      52.8       1.4     100.0
                            1.  I       1           I      17 I      27 I          I      45
             NEED     OBJECT    I     2.2           I    37.8 I    60.0 I          I    43.7
                                I    33.3           I    45.9 I    42.9 I          I
                                I     1.0           I    16.5 I    26.2 I          I
                               -I---------          I---------I---------           I
                            2.  I       0           I      10 I      24 I          I      34
             NEED     NOOBJECT  I     0.0           I    29.4 I    70.6 I          I    33.0
                                I     0.0           I    27.0 I    38.1 I          I
                                I     0.0           I     9.7 I    23.3 I          I
                               -I---------          I---------I---------           I
                            3.  I       1           I       2 I       7 I          I      10
             NO NEED  OBJECT    I    10.0           I    20.0 I    70.0 I          I     9.7
                                I    33.3           I     5.4 I    11.1 I          I
                                I     1.0           I     1.9 I     6.8 I          I
                               -I---------          I---------I---------           I
                            4.  I       1           I       8 I       5 I          I      14
             NO NEED  NOOBJECT  I     7.1           I    57.1 I    35.7 I          I    13.6
                                I    33.3           I    21.6 I     7.9 I          I
                                I     1.0           I     7.8 I     4.9 I          I
                               -I---------          I---------I---------           I
                       COLUMN           3                  37        63                 103
                        TOTAL         2.9                35.9      61.2               100.0
```

TABLE IV-59D

Crosstabulation of Perceptions of Parent Committee Members of the Impact of the Project for the Area of Personal Ambition With Four Variables Within Grant Size

HORIZONTAL: effectiveness in developing self-concept — see Parent Committee Guide, question 27
VERTICAL: grant size (under $10,000, $10,000–50,000, above $50,000) within each: projects having need and objective, need and no objective, no need and an objective, no need and no objective

Under $10,000

```
                         PC27
                COUNT  I
                ROW PCT I           LITTLE    MODERATE  CONSIDER  NOT APPL     ROW
                COL PCT I                     LY        ABLY      ICABLE       TOTAL
                TOT PCT I      0.I       2.I       3.I       4.I       5.I
   TARGET21    --------I---------I---------I---------I---------I---------I
                     1. I      1  I      0  I      3  I      3  I      0  I      7
   NEED      OBJECT    I   14.3  I    0.0  I   42.9  I   42.9  I    0.0  I   18.4
                       I   25.0  I    0.0  I   18.8  I   21.4  I    0.0  I
                       I    2.6  I    0.0  I    7.9  I    7.9  I    0.0  I
                      -I---------I---------I---------I---------I---------I
                     2. I      2  I      2  I     11  I      9  I      0  I     24
   NEED      NOOBJECT  I    8.3  I    8.3  I   45.8  I   37.5  I    0.0  I   63.2
                       I   50.0  I   66.7  I   68.8  I   64.3  I    0.0  I
                       I    5.3  I    5.3  I   28.9  I   23.7  I    0.0  I
                      -I---------I---------I---------I---------I---------I
                     4. I      1  I      1  I      2  I      2  I      1  I      7
   NO NEED   NOOBJECT  I   14.3  I   14.3  I   28.6  I   28.6  I   14.3  I   18.4
                       I   25.0  I   33.3  I   12.5  I   14.3  I  100.0  I
                       I    2.6  I    2.6  I    5.3  I    5.3  I    2.6  I
                      -I---------I---------I---------I---------I---------I
                COLUMN        4         3        16        14         1         38
                 TOTAL     10.5       7.9      42.1      36.8       2.6      100.0
```

$10,000–$50,000

```
                     1. I      0  I      1  I      7  I     18  I      1  I     27
   NEED      OBJECT    I    0.0  I    3.7  I   25.9  I   66.7  I    3.7  I   37.5
                       I    0.0  I   33.3  I   25.0  I   47.4  I  100.0  I
                       I    0.0  I    1.4  I    9.7  I   25.0  I    1.4  I
                      -I---------I---------I---------I---------I---------I
                     2. I      2  I      0  I     18  I     16  I      0  I     36
   NEED      NOOBJECT  I    5.6  I    0.0  I   50.0  I   44.4  I    0.0  I   50.0
                       I  100.0  I    0.0  I   64.3  I   42.1  I    0.0  I
                       I    2.8  I    0.0  I   25.0  I   22.2  I    0.0  I
                      -I---------I---------I---------I---------I---------I
                     3. I      0  I      0  I      3  I      0  I      0  I      3
   NO NEED   OBJECT    I    0.0  I    0.0  I  100.0  I    0.0  I    0.0  I    4.2
                       I    0.0  I    0.0  I   10.7  I    0.0  I    0.0  I
                       I    0.0  I    0.0  I    4.2  I    0.0  I    0.0  I
                      -I---------I---------I---------I---------I---------I
                     4. I      0  I      2  I      0  I      4  I      0  I      6
   NO NEED   NOOBJECT  I    0.0  I   33.3  I    0.0  I   66.7  I    0.0  I    8.3
                       I    0.0  I   66.7  I    0.0  I   10.5  I    0.0  I
                       I    0.0  I    2.8  I    0.0  I    5.6  I    0.0  I
                      -I---------I---------I---------I---------I---------I
                COLUMN        2         3        28        38         1         72
                 TOTAL      2.8       4.2      38.9      52.8       1.4      100.0
```

Over $50,000

```
                     1. I      2  I                 I     17  I     28  I             I     47
   NEED      OBJECT    I    4.3  I                 I   36.2  I   59.6  I             I   45.6
                       I   66.7  I                 I   45.9  I   44.4  I             I
                       I    1.9  I                 I   16.5  I   27.2  I             I
                      -I---------I                 I---------I---------I             I
                     2. I      0  I                 I     15  I     30  I             I     45
   NEED      NOOBJECT  I    0.0  I                 I   33.3  I   66.7  I             I   43.7
                       I    0.0  I                 I   40.5  I   47.6  I             I
                       I    0.0  I                 I   14.6  I   29.1  I             I
                      -I---------I                 I---------I---------I             I
                     3. I      0  I                 I      0  I      3  I             I      3
   NO NEED   OBJECT    I    0.0  I                 I    0.0  I  100.0  I             I    2.9
                       I    0.0  I                 I    0.0  I    4.8  I             I
                       I    0.0  I                 I    0.0  I    2.9  I             I
                      -I---------I                 I---------I---------I             I
                     4. I      1  I                 I      5  I      2  I             I      8
   NO NEED   NOOBJECT  I   12.5  I                 I   62.5  I   25.0  I             I    7.8
                       I   33.3  I                 I   13.5  I    3.2  I             I
                       I    1.0  I                 I    4.9  I    1.9  I             I
                      -I---------I                 I---------I---------I             I
                COLUMN        3                          37        63                     103
                 TOTAL      2.9                        35.9      61.2                   100.0
```

TABLE IV-60A

Crosstabulation of Perceptions of Parent Committee Members of the Impact of the Project for the Area of Medical/Dental With Four Variables Within Grant Size

HORIZONTAL: effectiveness in providing supplementary services – See Parent Committee Guide, question 25

VERTICAL: grant size (under $10,000, $10,000–50,000, above $50,000) within each: projects having need and objective, need and no objective, no need and an objective, no need and no objective

	TARGET23	COUNT ROW PCT COL PCT TOT PCT	PC25 0.	NOT EFFECTIVE 1.	SOMEWHAT EFFECTI 2.	MODERATELY EFFEC 3.	VERY EFFECTIVE 4.	NOT APPLICABLE 5.	ROW TOTAL
Under $10,000	NEED OBJECT	1.	0 0.0 0.0 0.0		0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 100.0 15.0 7.9	0 0.0 0.0 0.0	3 7.9
	NEED NOOBJECT	2.	3 14.3 75.0 7.9		0 0.0 0.0 0.0	5 23.8 45.5 13.2	12 57.1 60.0 31.6	1 4.8 50.0 2.6	21 55.3
	NO NEED OBJECT	3.	1 100.0 25.0 2.6		0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 2.6
	NO NEED NOOBJECT	4.	0 0.0 0.0 0.0		1 7.7 100.0 2.6	6 46.2 54.5 15.8	5 38.5 25.0 13.2	1 7.7 50.0 2.6	13 34.2
		COLUMN TOTAL	4 10.5		1 2.6	11 28.9	20 52.6	2 5.3	38 100.0
$10,000–$50,000	NEED OBJECT	1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 45.5 21.7 6.9	6 54.5 15.8 8.3	0 0.0 0.0 0.0	11 15.3
	NEED NOOBJECT	2.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 6.9 66.7 2.8	11 37.9 47.8 15.3	14 48.3 36.8 19.4	2 6.9 50.0 2.8	29 40.3
	NO NEED OBJECT	3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 4.3 1.4	1 50.0 2.6 1.4	0 0.0 0.0 0.0	2 2.8
	NO NEED NOOBJECT	4.	3 10.0 100.0 4.2	1 3.3 100.0 1.4	1 3.3 33.3 1.4	6 20.0 26.1 8.3	17 56.7 44.7 23.6	2 6.7 50.0 2.8	30 41.7
		COLUMN TOTAL	3 4.2	1 1.4	3 4.2	23 31.9	38 52.8	4 5.6	72 100.0
Over $50,000	NEED OBJECT	1.	0 0.0 0.0 0.0		0 0.0 0.0 0.0	11 52.4 32.4 10.7	10 47.6 16.7 9.7	0 0.0 0.0 0.0	21 20.4
	NEED NOOBJECT	2.	1 2.2 33.3 1.0		2 4.3 40.0 1.9	15 32.6 44.1 14.6	27 58.7 45.0 26.2	1 2.2 100.0 1.0	46 44.7
	NO NEED OBJECT	3.	1 14.3 33.3 1.0		0 0.0 0.0 0.0	3 42.9 8.8 2.9	3 42.9 5.0 2.9	0 0.0 0.0 0.0	7 6.8
	NO NEED NOOBJECT	4.	1 3.4 33.3 1.0		3 10.3 60.0 2.9	5 17.2 14.7 4.9	20 69.0 33.3 19.4	0 0.0 0.0 0.0	29 28.2
		COLUMN TOTAL	3 2.9		5 4.9	34 33.0	60 58.3	1 1.0	103 100.0

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TABLE IV-60B

Crosstabulation of Perceptions of Parent Committee Members of the Impact of the Project for the Area of Psychological With Four Variables Within Grant Size

HORIZONTAL: effectiveness in providing supplementary services – see Parent Committee Guide, question 25
VERTICAL: grant size (under $10,000, $10,000–50,000, above $50,000) within each: projects having need and objective, need and no objective, no need and an objective, no need and no objective

TARGET24	COUNT ROW PCT COL PCT TOT PCT	PC25 0.	NOT EFFECTIVE 1.	SOMEWHAT EFFECTI 2.	MODERATELY EFFEC 3.	VERY EFFECTIVE 4.	NOT APPLICABLE 5.	ROW TOTAL
Under $10,000								
NEED OBJECT	1.	0 0.0 0.0 0.0		0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 5.0 2.6	0 0.0 0.0 0.0	1 2.6
NEED NOOBJECT	2.	1 5.3 25.0 2.6		0 0.0 0.0 0.0	5 26.3 45.5 13.2	13 68.4 65.0 34.2	0 0.0 0.0 0.0	19 50.0
NO NEED OBJECT	3.	1 50.0 25.0 2.6		0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 5.0 2.6	0 0.0 0.0 0.0	2 5.3
NO NEED NOOBJECT	4.	2 12.5 50.0 5.3		1 6.3 100.0 2.6	6 37.5 54.5 15.8	5 31.3 25.0 13.2	2 12.5 100.0 5.3	16 42.1
	COLUMN TOTAL	4 10.5		1 2.6	11 28.9	20 52.6	2 5.3	38 100.0
$10,000–$50,000								
NEED OBJECT	1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 11.1 4.3 1.4	8 88.9 21.1 11.1	0 0.0 0.0 0.0	9 12.5
NEED NOOBJECT	2.	2 6.3 66.7 2.8	0 0.0 0.0 0.0	2 6.3 66.7 2.8	13 40.6 56.5 18.1	13 40.6 34.2 18.1	2 6.3 50.0 2.8	32 44.4
NO NEED OBJECT	3.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 100.0 10.5 5.6	0 0.0 0.0 0.0	4 5.6
NO NEED NOOBJECT	4.	1 3.7 33.3 1.4	1 3.7 100.0 1.4	1 3.7 33.3 1.4	9 33.3 39.1 12.5	13 48.1 34.2 18.1	2 7.4 50.0 2.8	27 37.5
	COLUMN TOTAL	3 4.2	1 1.4	3 4.2	23 31.9	38 52.8	4 5.6	72 100.0
Over $50,000								
NEED OBJECT	1.	0 0.0 0.0 0.0		0 0.0 0.0 0.0	9 64.3 26.5 8.7	5 35.7 8.3 4.9	0 0.0 0.0 0.0	14 13.6
NEED NOOBJECT	2.	2 3.9 66.7 1.9		2 3.9 40.0 1.9	18 35.3 52.9 17.5	28 54.9 46.7 27.2	1 2.0 100.0 1.0	51 49.5
NO NEED OBJECT	3.	0 0.0 0.0 0.0		0 0.0 0.0 0.0	1 12.5 2.9 1.0	7 87.5 11.7 6.8	0 0.0 0.0 0.0	8 7.8
NO NEED NOOBJECT	4.	1 3.3 33.3 1.0		3 10.0 60.0 2.9	6 20.0 17.6 5.8	20 66.7 33.3 19.4	0 0.0 0.0 0.0	30 29.1
	COLUMN TOTAL	3 2.9		5 4.9	34 33.0	60 58.3	1 1.0	103 100.0

TABLE IV-61
GLASS META-ANALYSIS
DISTRIBUTION OF GAIN SCORES
GRADE 4

Variable	N	Mean	Standard Deviation	Corrected SS	T *	PR>ITI
ZRDIFF*	39	- 0.00001675	0.00013980	0.00000074	- 0.75	0.4590
ZMDIFF*	39	- 0.03628356	0.22641678	1.94805315	- 1.00	0.3233

TABLE IV-62
GLASS META-ANALYSIS
DISTRIBUTION OF GAIN SCORES
GRADE 7

Variable	N	Mean	Standard Deviation	Corrected SS	T	PR>ITI
ZRDIFF	31	0.00002153	0.00012073	0.00000044	0.99	0.3288
ZMDIFF	28	- 0.00003978	0.00013146	0.00000047	- 1.60	0.1209

TABLE IV-63
GLASS META-ANALYSIS
DISTRIBUTION OF GAIN SCORES
GRADE 12

Variable	N	Mean	Standard Deviation	Corrected SS	T	PR>ITI
ZRDIFF*	4	0.00014455	0.00018143	0.00000010	1.59	0.2093
ZMDIFF	4	0.00009792	0.00007083	0.00000002	2.76	0.0699

*ZRDIFF refers to mean difference between treated group means and control group means in reading.

ZMDIFF refers to mean difference between treated group means and control group means in mathematics.

T represents the results of a standard t-test comparison of a mean with the population mean (μ), $\mu = 0$.

TABLE IV-64
MANOVA ON READING OBJECTIVE

ANOVA on Parent Committee Ratings

Dependent Variable: PC24

Source	DF	Sum of Squares	Mean Square	F Value
Model	1	0.02003218	0.02003218	0.02
Error	211	206.77808989	0.97999095	
Corrected Total	212	206.79812207		

ANOVA on Staff Ratings

Dependent Variable: Staff 26

Source	DF	Sum of Squares	Mean Square	F Value
Model	1	9.49354652	9.49354652	5.89
Error	211	340.03696992	1.61154962	
Corrected Total	212	349.53051643		

MANOVA

Characteristic Root	Percent	Characteristic Vector	V'EV = 1
		PC24	Staff 26
0.03128108	100.00	-0.02371070	0.05631278
0.00000000	0.00	0.06832846	0.00313871

Wilks' Criterion L = DET (E)/DET (H+E) = 0.9696674

EXACT F = (1-L)/L*(NE+Q-P)/P

F(2,210) = 3.28 PROB > F = 0.0394

TABLE IV-65
MANOVA ON MATHEMATICS OBJECTIVE

ANOVA on Parent Committee Ratings

Dependent Variable: PC24

Source	DF	Sum of Squares	Mean Square	F Value
Model	1	0.35029598	0.35029598	0.36
Error	211	206.44782609	0.97842572	
Corrected Total	212	206.79812207		

ANOVA on Staff Ratings

Dependent Variable: Staff 26

Source	DF	Sum of Squares	Mean Square	F Value
Model	1	1.33326710	1.33326710	0.81
Error	211	348.19724933	1.65022393	
Corrected Total	212	349.53051643		

MANOVA

Characteristic Root	Percent	Characteristic Vector	V'EV = 1
		PC24	Staff 26
0.00747117	100.00	-0.05050694	0.04896887
0.00000000	0.00	0.05178696	0.02654480

Wilks' Criterion L = DET (E)/DET (H+E) = 0.99258424

EXACT F = (1-L)/L*(NE+Q-P)/P

F (2,210) = 0.78 PROB > F = 0.4577

TABLE IV-66
MANOVA ON SELF-CONCEPT OBJECTIVE

ANOVA on Parent Committee Ratings

Dependent Variable: PC27

Source	DF	Sum of Squares	Mean Square	F Value
Model	1	3.08789274	3.08789274	3.78
Error	211	172.18910256	0.81606210	
Corrected Total	212	175.27699531		

ANOVA on Staff Ratings

Dependent Variable: Staff 29

Source	DF	Sum of Squares	Mean Square	F Value
Model	1	24.82755884	24.82755884	17.36
Error	211	301.80154915	1.43033910	
Corrected Total	212	326.62910798		

MANOVA

Characteristic Root	Percent	Characteristic Vector	V'EV = 1
		PC27	Staff 29
0.08431905	100.00	0.01254268	0.05385344
0.00000000	0.00	0.07936695	-0.02799006

Wilks' Criterion L = DET (E)/DET (H+E) = 0.9223778

EXACT F = (1-L)/L*(NE+Q-P)/P

F (2,210) = 8.85 PROB > F = 0.0002

TABLE IV-67
ANCOVA – GRADE 4
SRA TEST – READING

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
Covariates	378.123	1	378.123	457.997	0.0
R11	378.123	1	378.123	457.997	0.0
Main Effects	1.407	2	0.703	0.851	0.428
OBJ1	0.245	1	0.245	0.296	0.587
RACE	1.166	1	1.166	1.413	0.236
2-Way Interactions	0.444	1	0.444	0.538	0.464
OBJ 1 RACE	0.444	1	0.444	0.538	0.464
Explained	379.974	4	94.993	115.060	0.000
Residual	221.261	268	0.826		
Total	601.234	272	2,210		

TABLE IV-68
ANCOVA – GRADE 4
SRA TEST – MATH

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
Covariates	266.259	1	266.259	341.576	0.0
M11	266.259	1	266.259	341.576	0.0
Main Effects	0.777	2	0.389	0.498	0.608
OBJ1	0.567	1	0.567	0.727	0.395
RACE	0.215	1	0.215	0.276	0.600
2-Way Interactions	0.000	1	0.000	0.000	1.000
OBJ1 RACE	0.000	1	0.000	0.000	0.988
Explained	267.036	4	66,759	85.643	0.000
Residual	207.347	266	0.780		
Total	474.383	270	1.757		

TABLE IV-69
ANCOVA – GRADE 7
SRA TEST – READING

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
Covariates	142.728	1	142.728	29.531	0.000
R11	142.728	1	142.728	29.531	0.000
Main Effects	1.227	2	0.614	0.127	0.881
OBJ1	0.002	1	0.002	0.254	0.615
RACE	1.226	1	1.226	0.254	0.615
2-Way Interactions	11.534	1	11.534	2.386	0.124
OBJ 1 RACE	11.534	1	11.534	2.386	0.124
Explained	155.489	4	38.872	8.043	0.000
Residual	1304.972	270	4.833		
Total	1460.461	274	5.330		

TABLE IV-70
ANCOVA – GRADE 7
SRA TEST – MATH

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
Covariates	134.947	1	134.947	36.755	0.000
M11	134.947	1	134.947	36.755	0.000
Main Effects	1.739	2	0.870	0.237	0.789
OBJ1	1.316	1	1.316	0.358	0.550
RACE	0.352	1	0.352	0.096	0.757
2-Way Interactions	6.841	1	6.841	1.863	0.174
OBJ1 RACE	6.841	1	6.841	1.863	0.174
Explained	143.527	4	35.882	9.773	0.000
Residual	906.873	247	3.672		
Total	1050.440	251	4.185		

APPENDIX B

ADDITIONAL TECHNICAL TABLES

(This appendix contains tables which have not been referenced in Section IV of this Final Report. While the majority of the tables have been presented according to differing variables, [i.e., density strata, geographic location, grant size], the tables presented in Appendix B are presented as national projections. Consequently, these tables represent a summary of tables presented in Appendix A and discussed in Section IV, Findings and Discussion of this Final Report.)

TABLE A

Crosstabulation of National Summary of Districts Surveyed by Region With Project Objectives

HORIZONTAL: regions – see sample design

VERTICAL: objectives – see Project Director Guide, page 17

	COUNT ROW PCT COL PCT TOT PCT	REGION ALASKA 1.	PACIFIC N.W. 2.	PACIFIC S.W. 3.	ROCKY MOUNTAIN 4.	INTERIOR S.W. 5.	NORTH CENTRAL 6.	UPPER MIDWEST 7.	CENTRAL S.W. 8.	SOUTH - EAST 9.	NEW ENGLAND 10.	ROW TOTAL
OBJ1	0.	21 4.9 72.4 2.2	39 9.1 50.6 4.1	56 13.1 37.1 5.9	17 4.0 19.5 1.8	27 6.3 38.0 2.8	108 25.2 55.4 11.4	32 7.5 64.0 3.4	86 20.0 43.0 9.1	17 4.0 32.7 1.8	26 6.1 70.3 2.7	429 45.2
	1.	8 1.5 27.6 0.8	38 7.3 49.4 4.0	95 18.3 62.9 10.0	70 13.5 80.5 7.4	44 8.5 62.0 4.6	87 16.7 44.6 9.2	18 3.5 36.0 1.9	114 21.9 57.0 12.0	35 6.7 67.3 3.7	11 2.1 29.7 1.2	520 54.8
OBJ2	0.	23 4.2 79.3 2.4	41 7.4 53.2 4.3	57 10.3 37.7 6.0	26 4.7 29.9 2.7	46 8.3 64.8 4.8	115 20.9 59.0 12.1	41 7.4 82.0 4.3	133 24.1 66.5 14.0	42 7.6 80.8 4.4	27 4.9 73.0 2.8	551 58.1
	1.	6 1.5 20.7 0.6	36 9.0 46.8 3.8	94 23.6 62.3 9.9	61 15.3 70.1 6.4	25 6.3 35.2 2.6	80 20.1 41.0 8.4	9 2.3 18.0 0.9	67 16.8 33.5 7.1	10 2.5 19.2 1.1	10 2.5 27.0 1.1	398 41.9
OBJ3	0.	25 2.8 86.2 2.6	76 8.4 98.7 8.0	150 16.6 99.3 15.8	80 8.8 92.0 8.4	47 5.2 66.2 5.0	192 21.2 98.5 20.2	50 5.5 100.0 5.3	197 21.7 98.5 20.8	52 5.7 100.0 5.5	37 4.1 100.0 3.9	906 95.5
	1.	4 9.3 13.8 0.4	1 2.3 1.3 0.1	1 2.3 0.7 0.1	7 16.3 8.0 0.7	24 55.8 33.8 2.5	3 7.0 1.5 0.3	0 0.0 0.0 0.0	3 7.0 1.5 0.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0	43 4.5
OBJ4	0.	28 3.2 96.6 3.0	67 7.7 87.0 7.1	143 16.4 94.7 15.1	87 10.0 100.0 9.2	58 6.7 81.7 6.1	192 22.0 98.5 20.2	50 5.7 100.0 5.3	167 19.2 83.5 17.6	52 6.0 100.0 5.5	28 3.2 75.7 3.0	872 91.9
	1.	1 1.3 3.4 0.1	10 13.0 13.0 1.1	8 10.4 5.3 0.8	0 0.0 0.0 0.0	13 16.9 18.3 1.4	3 3.9 1.5 0.3	0 0.0 0.0 0.0	33 42.9 16.5 3.5	0 0.0 0.0 0.0	9 11.7 24.3 0.9	77 8.1
OBJ5	0.	25 3.2 86.2 2.6	54 6.9 70.1 5.7	120 15.4 79.5 12.6	64 8.2 73.6 6.7	67 8.6 94.4 7.1	182 23.3 93.3 19.2	33 4.2 66.0 3.5	149 19.1 74.5 15.7	51 6.5 98.1 5.4	36 4.6 97.3 3.8	781 82.3
	1.	4 2.4 13.8 0.4	23 13.7 29.9 2.4	31 18.5 20.5 3.3	23 13.7 26.4 2.4	4 2.4 5.6 0.4	13 7.7 6.7 1.4	17 10.1 34.0 1.8	51 30.4 25.5 5.4	1 0.6 1.9 0.1	1 0.6 2.7 0.1	168 17.7

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TABLE A (continued)

Crosstabulation of National Summary of Districts Surveyed by Region With Project Objectives

HORIZONTAL: regions – see sample design
VERTICAL: objectives – see Project Director Guide, page 17

	COUNT ROW PCT COL PCT TOT PCT	REGION ALASKA 1.	PACIFIC N.W. 2.	PACIFIC S.W. 3.	ROCKY MOUNTAIN 4.	INTERIOR S.W. 5.	NORTH CENTRAL 6.	UPPER MIDWEST 7.	CENTRAL S.W. 8.	SOUTH - EAST 9.	NEW ENGLAND 10.	ROW TOTAL
OBJ6	0.	28 3.2 96.6 3.0	62 7.0 80.5 6.5	141 16.0 93.4 14.9	72 8.1 82.8 7.6	68 7.7 95.8 7.2	194 21.9 99.5 20.4	49 5.5 98.0 5.2	181 20.5 90.5 19.1	52 5.9 100.0 5.5	37 4.2 100.0 3.9	884 93.2
	1.	1 1.5 3.4 0.1	15 23.1 19.5 1.6	10 15.4 6.6 1.1	15 23.1 17.2 1.6	3 4.6 4.2 0.3	1 1.5 0.5 0.1	1 1.5 2.0 0.1	19 29.2 9.5 2.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	65 6.8
OBJ7	0.	29 3.2 100.0 3.1	69 7.6 89.6 7.3	143 15.8 94.7 15.1	80 8.8 92.0 8.4	67 7.4 94.4 7.1	194 21.4 99.5 20.4	50 5.5 100.0 5.3	186 20.5 93.0 19.6	52 5.7 100.0 5.5	37 4.1 100.0 3.9	907 95.6
	1.	0 0.0 0.0 0.0	8 19.0 10.4 0.8	8 19.0 5.3 0.8	7 16.7 8.0 0.7	4 9.5 5.6 0.4	1 2.4 0.5 0.1	0 0.0 0.0 0.0	14 33.3 7.0 1.5	0 0.0 0.0 0.0	0 0.0 0.0 0.0	42 4.4
OBJ8	0.	27 3.0 93.1 2.8	62 7.0 80.5 6.5	141 15.9 93.4 14.9	73 8.2 83.9 7.7	66 7.4 93.0 7.0	193 21.8 99.0 20.3	48 5.4 96.0 5.1	188 21.2 94.0 19.8	51 5.8 98.1 5.4	37 4.2 100.0 3.9	886 93.4
	1.	2 3.2 6.9 0.2	15 23.8 19.5 1.6	10 15.9 6.6 1.1	14 22.2 16.1 1.5	5 7.9 7.0 0.5	2 3.2 1.0 0.2	2 3.2 4.0 0.2	12 19.0 6.0 1.3	1 1.6 1.9 0.1	0 0.0 0.0 0.0	63 6.6
OBJ9	0.	27 3.0 93.1 2.8	69 7.6 89.6 7.3	143 15.8 94.7 15.1	80 8.8 92.0 8.4	64 7.1 90.1 6.7	194 21.4 99.5 20.4	50 5.5 100.0 5.3	190 21.0 95.0 20.0	52 5.7 100.0 5.5	37 4.1 100.0 3.9	906 95.5
	1.	2 4.7 6.9 0.2	8 18.6 10.4 0.8	8 18.6 5.3 0.8	7 16.3 8.0 0.7	7 16.3 9.9 0.7	1 2.3 0.5 0.1	0 0.0 0.0 0.0	10 23.3 5.0 1.1	0 0.0 0.0 0.0	0 0.0 0.0 0.0	43 4.5
OBJ10	0.	28 3.1 96.6 3.0	68 7.6 88.3 7.2	136 15.1 90.1 14.3	80 8.9 92.0 8.4	66 7.3 93.0 7.0	191 21.2 97.9 20.1	50 5.6 100.0 5.3	191 21.2 95.5 20.1	52 5.8 100.0 5.5	37 4.1 100.0 3.9	899 94.7
	1.	1 2.0 3.4 0.1	9 18.0 11.7 0.9	15 30.0 9.9 1.6	7 14.0 8.0 0.7	5 10.0 7.0 0.5	4 8.0 2.1 0.4	0 0.0 0.0 0.0	9 18.0 4.5 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	50 5.3

TABLE A (continued)

Crosstabulation of National Summary of Districts Surveyed by Region With Project Objectives

HORIZONTAL: regions – see sample design

VERTICAL: objectives – see Project Director Guide, page 17

	COUNT ROW PCT COL PCT TOT PCT	REGION ALASKA 1.	PACIFIC N.W. 2.	PACIFIC S.W. 3.	ROCKY MOUNTAIN 4.	INTERIOR S.W. 5.	NORTH CENTRAL 6.	UPPER MIDWEST 7.	CENTRAL S.W. 8.	SOUTH – EAST 9.	NEW ENGLAND 10.	ROW TOTAL
OBJ11	0.	29 3.3 100.0 3.1	61 6.9 79.2 6.4	135 15.3 89.4 14.2	80 9.1 92.0 8.4	68 7.7 95.8 7.2	185 21.0 94.9 19.5	49 5.6 98.0 5.2	184 20.9 92.0 19.4	52 5.9 100.0 5.5	37 4.2 100.0 3.9	880 92.7
	1.	0 0.0 0.0 0.0	16 23.2 20.8 1.7	16 23.2 10.6 1.7	7 10.1 8.0 0.7	3 4.3 4.2 0.3	10 14.5 5.1 1.1	1 1.4 2.0 0.1	16 23.2 8.0 1.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	69 7.3
OBJ12	0.	9 2.0 31.0 0.9	54 12.1 70.1 5.7	59 13.3 39.1 6.2	48 10.8 55.2 5.1	21 4.7 29.6 2.2	101 22.7 51.8 10.6	34 7.6 68.0 3.6	80 18.0 40.0 8.4	32 7.2 61.5 3.4	7 1.6 18.9 0.7	445 46.9
	1.	20 4.0 69.0 2.1	23 4.6 29.9 2.4	92 18.3 60.9 9.7	39 7.7 44.8 4.1	50 9.9 70.4 5.3	94 18.7 48.2 9.9	16 3.2 32.0 1.7	120 23.8 60.0 12.6	20 4.0 38.5 2.1	30 6.0 81.1 3.2	504 53.1
OBJ13	0.	22 3.0 75.9 2.3	46 6.2 59.7 4.8	118 15.9 78.1 12.4	56 7.5 64.4 5.9	54 7.3 76.1 5.7	172 23.2 88.2 18.1	49 6.6 98.0 5.2	139 18.7 69.5 14.6	52 7.0 100.0 5.5	34 4.6 91.9 3.6	742 78.2
	1.	7 3.4 24.1 0.7	31 15.0 40.3 3.3	33 15.9 21.9 3.5	31 15.0 35.6 3.3	17 8.2 23.9 1.8	23 11.1 11.8 2.4	1 0.5 2.0 0.1	61 29.5 30.5 6.4	0 0.0 0.0 0.0	3 1.4 8.1 0.3	207 21.8
OBJ14	0.	26 3.1 89.7 2.7	68 8.1 88.3 7.2	141 16.9 93.4 14.9	80 9.6 92.0 8.4	62 7.4 87.3 6.5	176 21.1 90.3 18.5	42 5.0 84.0 4.4	170 20.4 85.0 17.9	33 4.0 63.5 3.5	37 4.4 100.0 3.9	835 88.0
	1.	3 2.6 10.3 0.3	9 7.9 11.7 0.9	10 8.8 6.6 1.1	7 6.1 8.0 0.7	9 7.9 12.7 0.9	19 16.7 9.7 2.0	8 7.0 16.0 0.8	30 26.3 15.0 3.2	19 16.7 36.5 2.0	0 0.0 0.0 0.0	114 12.0
OBJ15	0.	22 4.3 75.9 2.3	34 6.7 44.2 3.6	67 13.2 44.4 7.1	52 10.2 59.8 5.5	39 7.7 54.9 4.1	139 27.3 71.3 14.6	28 5.5 56.0 3.0	81 15.9 40.5 8.5	36 7.1 69.2 3.8	11 2.2 29.7 1.2	509 53.6
	1.	7 1.6 24.1 0.7	43 9.8 55.8 4.5	84 19.1 55.6 8.9	35 8.0 40.2 3.7	32 7.3 45.1 3.4	56 12.7 28.7 5.9	22 5.0 44.0 2.3	119 27.0 59.5 12.5	16 3.6 30.8 1.7	26 5.9 70.3 2.7	440 46.4

TABLE A (continued)
Crosstabulation of National Summary of Districts Surveyed by Region With Project Objectives

HORIZONTAL: regions – see sample design
VERTICAL: objectives – see Project Director Guide, page 17

	COUNT ROW PCT COL PCT TOT PCT	REGION ALASKA 1.	PACIFIC N.W. 2.	PACIFIC S.W. 3.	ROCKY MOUNTAIN 4.	INTERIOR S.W. 5.	NORTH CENTRAL 6.	UPPER MIDWEST 7.	CENTRAL S.W. 8.	SOUTH – EAST 9.	NEW ENGLAND 10.	ROW TOTAL
OBJ16	0.	23 4.2 79.3 2.4	29 5.3 37.7 3.1	76 13.9 50.3 8.0	51 9.3 58.6 5.4	40 7.3 56.3 4.2	132 24.1 67.7 13.9	42 7.7 84.0 4.4	99 18.1 49.5 10.4	36 6.6 69.2 3.8	19 3.5 51.4 2.0	547 57.6
	1.	6 1.5 20.7 0.6	48 11.9 62.3 5.1	75 18.7 49.7 7.9	36 9.0 41.4 3.8	31 7.7 43.7 3.3	63 15.7 32.3 6.6	8 2.0 16.0 0.8	101 25.1 50.5 10.6	16 4.0 30.8 1.7	18 4.5 48.6 1.9	402 42.4
OBJ17	0.	21 4.4 72.4 2.2	27 5.6 35.1 2.8	66 13.7 43.7 7.0	35 7.3 40.2 3.7	27 5.6 38.0 2.8	138 28.6 70.8 14.5	42 8.7 84.0 4.4	65 13.5 32.5 6.8	35 7.3 67.3 3.7	26 5.4 70.3 2.7	482 50.8
	1.	8 1.7 27.6 0.8	50 10.7 64.9 5.3	85 18.2 56.3 9.0	52 11.1 59.8 5.5	44 9.4 62.0 4.6	57 12.2 29.2 6.0	8 1.7 16.0 0.8	135 28.9 67.5 14.2	17 3.6 32.7 1.8	11 2.4 29.7 1.2	467 49.2
OBJ18	0.	21 3.7 72.4 2.2	35 6.1 45.5 3.7	76 13.3 50.3 8.0	51 8.9 58.6 5.4	33 5.8 46.5 3.5	154 27.0 79.0 16.2	49 8.6 98.0 5.2	90 15.8 45.0 9.5	36 6.3 69.2 3.8	26 4.6 70.3 2.7	571 60.2
	1.	8 2.1 27.6 0.8	42 11.1 54.5 4.4	75 19.8 49.7 7.9	36 9.5 41.4 3.8	38 10.1 53.5 4.0	41 10.8 21.0 4.3	1 0.3 2.0 0.1	110 29.1 55.0 11.6	16 4.2 30.8 1.7	11 2.9 29.7 1.2	378 39.8
OBJ19	0.	21 4.0 72.4 2.2	35 6.7 45.5 3.7	74 14.1 49.0 7.8	42 8.0 48.3 4.4	26 5.0 36.6 2.7	140 26.7 71.8 14.8	42 8.0 84.0 4.4	83 15.8 41.5 8.7	35 6.7 67.3 3.7	26 5.0 70.3 2.7	524 55.2
	1.	8 1.9 27.6 0.8	42 9.9 54.5 4.4	77 18.1 51.0 8.1	45 10.6 51.7 4.7	45 10.6 63.4 4.7	55 12.9 28.2 5.8	8 1.9 16.0 0.8	117 27.5 58.5 12.3	17 4.0 32.7 1.8	11 2.6 29.7 1.2	425 44.8
OBJ20	0.	22 3.8 75.9 2.3	42 7.3 54.5 4.4	69 12.0 45.7 7.3	51 8.9 58.6 5.4	26 4.5 36.6 2.7	165 28.7 84.6 17.4	49 8.5 98.0 5.2	90 15.7 45.0 9.5	35 6.1 67.3 3.7	26 4.5 70.3 2.7	575 60.6
	1.	7 1.9 24.1 0.7	35 9.4 45.5 3.7	82 21.9 54.3 8.6	36 9.6 41.4 3.8	45 12.0 63.4 4.7	30 8.0 15.4 3.2	1 0.3 2.0 0.1	110 29.4 55.0 11.6	17 4.5 32.7 1.8	11 2.9 29.7 1.2	374 39.4

TABLE A (continued)

Crosstabulation of National Summary of Districts Surveyed by Region With Project Objectives

HORIZONTAL: regions — see sample design
VERTICAL: objectives — see Project Director Guide, page 17

	COUNT ROW PCT COL PCT TOT PCT	REGION ALASKA 1.	PACIFIC N.W. 2.	PACIFIC S.W. 3.	ROCKY MOUNTAIN 4.	INTERIOR S.W. 5.	NORTH CENTRAL 6.	UPPER MIDWEST 7.	CENTRAL S.W. 8.	SOUTH - EAST 9.	NEW ENGLAND 10.	ROW TOTAL
OBJ21	0.	24 3.8 82.8 2.5	42 6.7 54.5 4.4	76 12.1 50.3 8.0	51 8.1 58.6 5.4	41 6.5 57.7 4.3	175 28.0 89.7 18.4	49 7.8 98.0 5.2	97 15.5 48.5 10.2	45 7.2 86.5 4.7	26 4.2 70.3 2.7	626 66.0
	1.	5 1.5 17.2 0.5	35 10.8 45.5 3.7	75 23.2 49.7 7.9	36 11.1 41.4 3.8	30 9.3 42.3 3.2	20 6.2 10.3 2.1	1 0.3 2.0 0.1	103 31.9 51.5 10.9	7 2.2 13.5 0.7	11 3.4 29.7 1.2	323 34.0
OBJ22	0.	25 3.0 86.2 2.6	70 8.4 90.9 7.4	128 15.4 84.8 13.5	79 9.5 90.8 8.3	67 8.0 94.4 7.1	151 18.1 77.4 15.9	43 5.2 86.0 4.5	185 22.2 92.5 19.5	51 6.1 98.1 5.4	34 4.1 91.9 3.6	833 87.8
	1.	4 3.4 13.8 0.4	7 6.0 9.1 0.7	23 19.8 15.2 2.4	8 6.9 9.2 0.8	4 3.4 5.6 0.4	44 37.9 22.6 4.6	7 6.0 14.0 0.7	15 12.9 7.5 1.6	1 0.9 1.9 0.1	3 2.6 8.1 0.3	116 12.2
OBJ23	0.	26 3.3 89.7 2.7	69 8.7 89.6 7.3	142 17.9 94.0 15.0	66 8.3 75.9 7.0	65 8.2 91.5 6.8	163 20.5 83.6 17.2	42 5.3 84.0 4.4	148 18.6 74.0 15.6	36 4.5 69.2 3.8	37 4.7 100.0 3.9	794 83.7
	1.	3 1.9 10.3 0.3	8 5.2 10.4 0.8	9 5.8 6.0 0.9	21 13.5 24.1 2.2	6 3.9 8.5 0.6	32 20.6 16.4 3.4	8 5.2 16.0 0.8	52 33.5 26.0 5.5	16 10.3 30.8 1.7	0 0.0 0.0 0.0	155 16.3
OBJ24	0.	26 3.2 89.7 2.7	62 7.7 80.5 6.5	127 15.7 84.1 13.4	65 8.0 74.7 6.8	57 7.0 80.3 6.0	192 23.7 98.5 20.2	50 6.2 100.0 5.3	158 19.5 79.0 16.6	44 5.4 84.6 4.6	28 3.5 75.7 3.0	809 85.2
	1.	3 2.1 10.3 0.3	15 10.7 19.5 1.6	24 17.1 15.9 2.5	22 15.7 25.3 2.3	14 10.0 19.7 1.5	3 2.1 1.5 0.3	0 0.0 0.0 0.0	42 30.0 21.0 4.4	8 5.7 15.4 0.8	9 6.4 24.3 0.9	140 14.8
OBJ25	0.	25 3.0 86.2 2.6	73 8.6 94.8 7.7	151 17.9 100.0 15.9	66 7.8 75.9 7.0	62 7.3 87.3 6.5	174 20.6 89.2 18.3	42 5.0 84.0 4.4	172 20.4 86.0 18.1	42 5.0 80.8 4.4	37 4.4 100.0 3.9	844 88.9
	1.	4 3.8 13.8 0.4	4 3.8 5.2 0.4	0 0.0 0.0 0.0	21 20.0 24.1 2.2	9 8.6 12.7 0.9	21 20.0 10.8 2.2	8 7.6 16.0 0.8	28 26.7 14.0 3.0	10 9.5 19.2 1.1	0 0.0 0.0 0.0	105 11.1
	COLUMN TOTAL	29 3.1	77 8.1	151 15.9	87 9.2	71 7.5	195 20.5	50 5.3	200 21.1	52 5.5	37 3.9	949 100.0

TABLE B

Crosstabulation of National Summary of Districts Surveyed by Density Strata With Project Objectives

HORIZONTAL: density strata — see sample design
VERTICAL: objectives — see Project Director Guide, page 17

```
                    DENSITY
           COUNT  I
         ROW PCT  IURBAN       RURAL -     RURAL -        ROW
         COL PCT  I            HIGH        LOW            TOTAL
         TOT PCT  I       1.I        2.I        3.I
OBJ1     ---------I---------I-----------I-----------I
              0.  I      76 I      160  I      193  I     429
                  I    17.7 I     37.3  I     45.0  I    45.2
                  I    41.8 I     40.3  I     52.2  I
                  I     8.0 I     16.9  I     20.3  I
                 -I---------I-----------I-----------I
              1.  I     106 I      237  I      177  I     520
                  I    20.4 I     45.6  I     34.0  I    54.8
                  I    58.2 I     59.7  I     47.8  I
                  I    11.2 I     25.0  I     18.7  I
OBJ2     ---     -I---------I-----------I-----------I---
              0.  I      79 I      227  I      245  I     551
                  I    14.3 I     41.2  I     44.5  I    58.1
                  I    43.4 I     57.2  I     66.2  I
                  I     8.3 I     23.9  I     25.8  I
                 -I---------I-----------I-----------I
              1.  I     103 I      170  I      125  I     398
                  I    25.9 I     42.7  I     31.4  I    41.9
                  I    56.6 I     42.8  I     33.8  I
                  I    10.9 I     17.9  I     13.2  I
OBJ3     ---------I---------I-----------I-----------I
              0.  I     179 I      374  I      353  I     906
                  I    19.8 I     41.3  I     39.0  I    95.5
                  I    98.4 I     94.2  I     95.4  I
                  I    18.9 I     39.4  I     37.2  I
                 -I---------I-----------I-----------I
              1.  I       3 I       23  I       17  I      43
                  I     7.0 I     53.5  I     39.5  I     4.5
                  I     1.6 I      5.8  I      4.6  I
                  I     0.3 I      2.4  I      1.8  I
OBJ4     ---------I---------I-----------I-----------I
              0.  I     176 I      326  I      370  I     872
                  I    20.2 I     37.4  I     42.4  I    91.9
                  I    96.7 I     82.1  I    100.0  I
                  I    18.5 I     34.4  I     39.0  I
                 -I---------I-----------I-----------I
              1.  I       6 I       71  I        0  I      77
                  I     7.8 I     92.2  I      0.0  I     8.1
                  I     3.3 I     17.9  I      0.0  I
                  I     0.6 I      7.5  I      0.0  I
OBJ5     ---------I---------I-----------I-----------I
              0.  I     131 I      303  I      347  I     781
                  I    16.8 I     38.8  I     44.4  I    82.3
                  I    72.0 I     76.3  I     93.8  I
                  I    13.8 I     31.9  I     36.6  I
                 -I---------I-----------I-----------I
              1.  I      51 I       94  I       23  I     168
                  I    30.4 I     56.0  I     13.7  I    17.7
                  I    28.0 I     23.7  I      6.2  I
                  I     5.4 I      9.9  I      2.4  I
OBJ6     ---------I---------I-----------I-----------I
              0.  I     180 I      342  I      362  I     884
                  I    20.4 I     38.7  I     41.0  I    93.2
                  I    98.9 I     86.1  I     97.8  I
                  I    19.0 I     36.0  I     38.1  I
                 -I---------I-----------I-----------I
              1.  I       2 I       55  I        8  I      65
                  I     3.1 I     84.6  I     12.3  I     6.8
                  I     1.1 I     13.9  I      2.2  I
                  I     0.2 I      5.8  I      0.8  I
OBJ7     ---------I---------I-----------I-----------I
              0.  I     181 I      364  I      362  I     907
                  I    20.0 I     40.1  I     39.9  I    95.6
                  I    99.5 I     91.7  I     97.8  I
                  I    19.1 I     38.4  I     38.1  I
                 -I---------I-----------I-----------I
              1.  I       1 I       33  I        8  I      42
                  I     2.4 I     78.6  I     19.0  I     4.4
                  I     0.5 I      8.3  I      2.2  I
                  I     0.1 I      3.5  I      0.8  I
OBJ8     ---------I---------I-----------I-----------I
              0.  I     170 I      355  I      361  I     886
                  I    19.2 I     40.1  I     40.7  I    93.4
                  I    93.4 I     89.4  I     97.6  I
                  I    17.9 I     37.4  I     38.0  I
                 -I---------I-----------I-----------I
              1.  I      12 I       42  I        9  I      63
                  I    19.0 I     66.7  I     14.3  I     6.6
                  I     6.6 I     10.6  I      2.4  I
                  I     1.3 I      4.4  I      0.9  I
         ------------------------------------------------
```

TABLE B (continued)

Crosstabulation of National Summary of Districts Surveyed by Density Strata With Project Objectives

HORIZONTAL: density strata – see sample design

VERTICAL: objectives – see Project Director Guide, page 17

	COUNT ROW PCT COL PCT TOT PCT	DENSITY URBAN 1.	RURAL – HIGH 2.	RURAL – LOW 3.	ROW TOTAL
OBJ9	0.	180 19.9 98.9 19.0	365 40.3 91.9 38.5	361 39.8 97.6 38.0	906 95.5
	1.	2 4.7 1.1 0.2	32 74.4 8.1 3.4	9 20.9 2.4 0.9	43 4.5
OBJ10	0.	178 19.8 97.8 18.8	366 40.7 92.2 38.6	355 39.5 95.9 37.4	899 94.7
	1.	4 8.0 2.2 0.4	31 62.0 7.8 3.3	15 30.0 4.1 1.6	50 5.3
OBJ11	0.	178 20.2 97.8 18.8	364 41.4 91.7 38.4	338 38.4 91.4 35.6	880 92.7
	1.	4 5.8 2.2 0.4	33 47.8 8.3 3.5	32 46.4 8.6 3.4	69 7.3
OBJ12	0.	62 13.9 34.1 6.5	218 49.0 54.9 23.0	165 37.1 44.6 17.4	445 46.9
	1.	120 23.8 65.9 12.6	179 35.5 45.1 18.9	205 40.7 55.4 21.6	504 53.1
OBJ13	0.	156 21.0 85.7 16.4	292 39.4 73.6 30.8	294 39.6 79.5 31.0	742 78.2
	1.	26 12.6 14.3 2.7	105 50.7 26.4 11.1	76 36.7 20.5 8.0	207 21.8
OBJ14	0.	146 17.5 80.2 15.4	353 42.3 88.9 37.2	336 40.2 90.8 35.4	835 88.0
	1.	36 31.6 19.8 3.8	44 38.6 11.1 4.6	34 29.8 9.2 3.6	114 12.0
OBJ15	0.	53 10.4 29.1 5.6	194 38.1 48.9 20.4	262 51.5 70.8 27.6	509 53.6
	1.	129 29.3 70.9 13.6	203 46.1 51.1 21.4	108 24.5 29.2 11.4	440 46.4
OBJ16	0.	116 21.2 63.7 12.2	193 35.3 48.6 20.3	238 43.5 64.3 25.1	547 57.6
	1.	66 16.4 36.3 7.0	204 50.7 51.4 21.5	132 32.8 35.7 13.9	402 42.4

TABLE B (continued)
Crosstabulation of National Summary of Districts Surveyed by Density Strata With Project Objectives

HORIZONTAL: density strata – see sample design
VERTICAL: objectives – see Project Director Guide, page 17

	COUNT ROW PCT COL PCT TOT PCT	URBAN 1.	RURAL – HIGH 2.	RURAL – LOW 3.	ROW TOTAL
OBJ17	0.	99 20.5 54.4 10.4	175 36.3 44.1 18.4	208 43.2 56.2 21.9	482 50.8
	1.	83 17.8 45.6 8.7	222 47.5 55.9 23.4	162 34.7 43.8 17.1	467 49.2
OBJ18	0.	118 20.7 64.8 12.4	197 34.5 49.6 20.8	256 44.8 69.2 27.0	571 60.2
	1.	64 16.9 35.2 6.7	200 52.9 50.4 21.1	114 30.2 30.8 12.0	378 39.8
OBJ19	0.	108 20.6 59.3 11.4	183 34.9 46.1 19.3	233 44.5 63.0 24.6	524 55.2
	1.	74 17.4 40.7 7.8	214 50.4 53.9 22.6	137 32.2 37.0 14.4	425 44.8
OBJ20	0.	118 20.5 64.8 12.4	199 34.6 50.1 21.0	258 44.9 69.7 27.2	575 60.6
	1.	64 17.1 35.2 6.7	198 52.9 49.9 20.9	112 29.9 30.3 11.8	374 39.4
OBJ21	0.	119 19.0 65.4 12.5	216 34.5 54.4 22.8	291 46.5 78.6 30.7	626 66.0
	1.	63 19.5 34.6 6.6	181 56.0 45.6 19.1	79 24.5 21.4 8.3	323 34.0
OBJ22	0.	155 18.6 85.2 16.3	351 42.1 88.4 37.0	327 39.3 88.4 34.5	833 87.8
	1.	27 23.3 14.8 2.8	46 39.7 11.6 4.8	43 37.1 11.6 4.5	116 12.2
OBJ23	0.	137 17.3 75.3 14.4	334 42.1 84.1 35.2	323 40.7 87.3 34.0	794 83.7
	1.	45 29.0 24.7 4.7	63 40.6 15.9 6.6	47 30.3 12.7 5.0	155 16.3
OBJ24	0.	151 18.7 83.0 15.9	317 39.2 79.8 33.4	341 42.2 92.2 35.9	809 85.2
	1.	31 22.1 17.0 3.3	80 57.1 20.2 8.4	29 20.7 7.8 3.1	140 14.8
OBJ25	0.	143 16.9 78.6 15.1	366 43.4 92.2 38.6	335 39.7 90.5 35.3	844 88.9
	1.	39 37.1 21.4 4.1	31 29.5 7.8 3.3	35 33.3 9.5 3.7	105 11.1
	COLUMN TOTAL	182 19.2	397 41.8	370 39.0	949 100.0

TABLE C

Crosstabulation of National Summary of Districts Surveyed by Grant Size With Project Objectives

HORIZONTAL: grant size — see sample design

VERTICAL: objectives — see Project Director Guide, page 17

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                      GRANT
          COUNT     I
         ROW PCT    IUNDER     $10,000-   OVER
         COL PCT    I$10,000   $50,000    $50,000     ROW
         TOT PCT    I       1.I       2.I       3.I  TOTAL
OBJ1     -----------I---------I---------I---------I
              0.    I   153   I   238   I    38   I   429
                    I  35.7   I  55.5   I   8.9   I  45.2
                    I  44.7   I  47.2   I  36.9   I
                    I  16.1   I  25.1   I   4.0   I
                   -I---------I---------I---------I
              1.    I   189   I   266   I    65   I   520
                    I  36.3   I  51.2   I  12.5   I  54.8
                    I  55.3   I  52.8   I  63.1   I
                    I  19.9   I  28.0   I   6.8   I
OBJ2     -----------I---------I---------I---------I
              0.    I   207   I   294   I    50   I   551
                    I  37.6   I  53.4   I   9.1   I  58.1
                    I  60.5   I  58.3   I  48.5   I
                    I  21.8   I  31.0   I   5.3   I
                   -I---------I---------I---------I
              1.    I   135   I   210   I    53   I   398
                    I  33.9   I  52.8   I  13.3   I  41.9
                    I  39.5   I  41.7   I  51.5   I
                    I  14.2   I  22.1   I   5.6   I
OBJ3     -----------I---------I---------I---------I
              0.    I   333   I   490   I    83   I   906
                    I  36.8   I  54.1   I   9.2   I  95.5
                    I  97.4   I  97.2   I  80.6   I
                    I  35.1   I  51.6   I   8.7   I
                   -I---------I---------I---------I
              1.    I     9   I    14   I    20   I    43
                    I  20.9   I  32.6   I  46.5   I   4.5
                    I   2.6   I   2.8   I  19.4   I
                    I   0.9   I   1.5   I   2.1   I
OBJ4     -----------I---------I---------I---------I---------
              0.    I   333   I   455   I    84   I   872
                    I  38.2   I  52.2   I   9.6   I  91.9
                    I  97.4   I  90.3   I  81.6   I
                    I  35.1   I  47.9   I   8.9   I
                   -I---------I---------I---------I
              1.    I     9   I    49   I    19   I    77
                    I  11.7   I  63.6   I  24.7   I   8.1
                    I   2.6   I   9.7   I  18.4   I
                    I   0.9   I   5.2   I   2.0   I
OBJ5     -----------I---------I---------I---------I  ------
              0.    I   315   I   385   I    81   I   781
                    I  40.3   I  49.3   I  10.4   I  82.3
                    I  92.1   I  76.4   I  78.6   I
                    I  33.2   I  40.6   I   8.5   I
                   -I---------I---------I---------I
              1.    I    27   I   119   I    22   I   168
                    I  16.1   I  70.8   I  13.1   I  17.7
                    I   7.9   I  23.6   I  21.4   I
                    I   2.8   I  12.5   I   2.3   I
OBJ6     -----------I---------I---------I---------I---------
              0.    I   342   I   455   I    87   I   884
                    I  38.7   I  51.5   I   9.8   I  93.2
                    I 100.0   I  90.3   I  84.5   I
                    I  36.0   I  47.9   I   9.2   I
                   -I---------I---------I---------I
              1.    I     0   I    49   I    16   I    65
                    I   0.0   I  75.4   I  24.6   I   6.8
                    I   0.0   I   9.7   I  15.5   I
                    I   0.0   I   5.2   I   1.7   I
OBJ7     -----------I---------I---------I---------I---------
              0.    I   342   I   469   I    96   I   907
                    I  37.7   I  51.7   I  10.6   I  95.6
                    I 100.0   I  93.1   I  93.2   I
                    I  36.0   I  49.4   I  10.1   I
                   -I---------I---------I---------I
              1.    I     0   I    35   I     7   I    42
                    I   0.0   I  83.3   I  16.7   I   4.4
                    I   0.0   I   6.9   I   6.8   I
                    I   0.0   I   3.7   I   0.7   I
OBJ8     -----------I---------I---------I---------I---------
              0.    I   342   I   462   I    82   I   886
                    I  38.6   I  52.1   I   9.3   I  93.4
                    I 100.0   I  91.7   I  79.6   I
                    I  36.0   I  48.7   I   8.6   I
                   -I---------I---------I---------I
              1.    I     0   I    42   I    21   I    63
                    I   0.0   I  66.7   I  33.3   I   6.6
                    I   0.0   I   8.3   I  20.4   I
                    I   0.0   I   4.4   I   2.2   I
               -----I---------I---------I---------I--------
```

TABLE C (continued)

Crosstabulation of National Summary of Districts Surveyed by Grant Size With Project Objectives

HORIZONTAL: grant size — see sample design

VERTICAL: objectives — see Project Director Guide, page 17

	COUNT ROW PCT COL PCT TOT PCT	GRANT UNDER $15,000 1.	$15,000-$50,000 2.	OVER $50,000 3.	ROW TOTAL
OBJ9	0.	342	476	88	906
		37.7	52.5	9.7	95.5
		100.0	94.4	85.4	
		36.0	50.2	9.3	
	1.	0	28	15	43
		0.0	65.1	34.9	4.5
		0.0	5.6	14.6	
		0.0	3.0	1.6	
OBJ10	0.	342	469	88	899
		38.0	52.2	9.8	94.7
		100.0	93.1	85.4	
		36.0	49.4	9.3	
	1.	0	35	15	50
		0.0	70.0	30.0	5.3
		0.0	6.9	14.6	
		0.0	3.7	1.6	
OBJ11	0.	324	462	94	880
		36.8	52.5	10.7	92.7
		94.7	91.7	91.3	
		34.1	48.7	9.9	
	1.	18	42	9	69
		26.1	60.9	13.0	7.3
		5.3	8.3	8.7	
		1.9	4.4	0.9	
OBJ12	0.	180	238	27	445
		40.4	53.5	6.1	46.9
		52.6	47.2	26.2	
		19.0	25.1	2.8	
	1.	162	266	76	504
		32.1	52.8	15.1	53.1
		47.4	52.8	73.8	
		17.1	28.0	8.0	
OBJ13	0.	288	392	62	742
		38.8	52.8	8.4	78.2
		84.2	77.8	60.2	
		30.3	41.3	6.5	
	1.	54	112	41	207
		26.1	54.1	19.8	21.8
		15.8	22.2	39.8	
		5.7	11.8	4.3	
OBJ14	0.	306	441	88	835
		36.6	52.8	10.5	88.0
		89.5	87.5	85.4	
		32.2	46.5	9.3	
	1.	36	63	15	114
		31.6	55.3	13.2	12.0
		10.5	12.5	14.6	
		3.8	6.6	1.6	
OBJ15	0.	279	196	34	509
		54.8	38.5	6.7	53.6
		81.6	38.9	33.0	
		29.4	20.7	3.6	
	1.	63	308	69	440
		14.3	70.0	15.7	46.4
		18.4	61.1	67.0	
		6.6	32.5	7.3	
OBJ16	0.	261	238	48	547
		47.7	43.5	8.8	57.6
		76.3	47.2	46.6	
		27.5	25.1	5.1	
	1.	81	266	55	402
		20.1	66.2	13.7	42.4
		23.7	52.8	53.4	
		8.5	28.0	5.8	
OBJ17	0.	225	217	40	482
		46.7	45.0	8.3	50.8
		65.8	43.1	38.8	
		23.7	22.9	4.2	
	1.	117	287	63	467
		25.1	61.5	13.5	49.2
		34.2	56.9	61.2	
		12.3	30.2	6.6	

TABLE C (continued)

Crosstabulation of National Summary of Districts Surveyed by Grant Size With Project Objectives

HORIZONTAL: grant size — see sample design

VERTICAL: objectives — see Project Director Guide, page 17

	COUNT ROW PCT COL PCT TOT PCT	GRANT UNDER $10,000 1.	 $10,000- $50,000 2.	 OVER $50,000 3.	 ROW TOTAL
OBJ18	0.	252 44.1 73.7 26.6	273 47.8 54.2 28.8	46 8.1 44.7 4.8	571 60.2
	1.	90 23.8 26.3 9.5	231 61.1 45.8 24.3	57 15.1 55.3 6.0	378 39.8
OBJ19	0.	243 46.4 71.1 25.6	238 45.4 47.2 25.1	43 8.2 41.7 4.5	524 55.2
	1.	99 23.3 28.9 10.4	266 62.6 52.8 28.0	60 14.1 58.3 6.3	425 44.8
OBJ20	0.	261 45.4 76.3 27.5	266 46.3 52.8 28.0	48 8.3 46.6 5.1	575 60.6
	1.	81 21.7 23.7 8.5	238 63.6 47.2 25.1	55 14.7 53.4 5.8	374 39.4
OBJ21	0.	279 44.6 81.6 29.4	294 47.0 58.3 31.0	53 8.5 51.5 5.6	626 66.0
	1.	63 19.5 18.4 6.6	210 65.0 41.7 22.1	50 15.5 48.5 5.3	323 34.0
OBJ22	0.	306 36.7 89.5 32.2	441 52.9 87.5 46.5	86 10.3 83.5 9.1	833 87.8
	1.	36 31.0 10.5 3.8	63 54.3 12.5 6.6	17 14.7 16.5 1.8	116 12.2
OBJ23	0.	306 38.5 89.5 32.2	413 52.0 81.9 43.5	75 9.4 72.8 7.9	794 83.7
	1.	36 23.2 10.5 3.8	91 58.7 18.1 9.6	28 18.1 27.2 3.0	155 16.3
OBJ24	0.	315 38.9 92.1 33.2	413 51.1 81.9 43.5	81 10.0 78.6 8.5	809 85.2
	1.	27 19.3 7.9 2.8	91 65.0 18.1 9.6	22 15.7 21.4 2.3	140 14.8
OBJ25	0.	306 36.3 89.5 32.2	455 53.9 90.3 47.9	83 9.8 80.6 8.7	844 88.9
	1.	36 34.3 10.5 3.8	49 46.7 9.7 5.2	20 19.0 19.4 2.1	105 11.1
	COLUMN TOTAL	342 36.0	504 53.1	103 10.9	949 100.0

TABLE D

Crosstabulation of National Summary of Districts Surveyed by Per Pupil Expenditure With Project Objectives

HORIZONTAL: per pupil expenditure (no response, $1–500, $500–1000, $1000–1500, $1500–2000, above $2000)
VERTICAL: objectives – see Project Director Guide, page 17

PPEXP

		COUNT / ROW PCT / COL PCT / TOT PCT	0.	1 TO 500 1.	500 TO 1000 2.	1000 TO 1500 3.	1500 TO 2000 4.	ABOVE 2000 5.	ROW TOTAL
OBJ1	0.	COUNT	69	0	23	149	109	79	429
		ROW PCT	16.1	0.0	5.4	34.7	25.4	18.4	45.2
		COL PCT	50.7	0.0	39.0	59.1	32.7	49.1	
		TOT PCT	7.3	0.0	2.4	15.7	11.5	8.3	
	1.	COUNT	67	8	36	103	224	82	520
		ROW PCT	12.9	1.5	6.9	19.8	43.1	15.8	54.8
		COL PCT	49.3	100.0	61.0	40.9	67.3	50.9	
		TOT PCT	7.1	0.8	3.8	10.9	23.6	8.6	
OBJ2	0.	COUNT	83	0	44	179	146	99	551
		ROW PCT	15.1	0.0	8.0	32.5	26.5	18.0	58.1
		COL PCT	61.0	0.0	74.6	71.0	43.8	61.5	
		TOT PCT	8.7	0.0	4.6	18.9	15.4	10.4	
	1.	COUNT	53	8	15	73	187	62	398
		ROW PCT	13.3	2.0	3.8	18.3	47.0	15.6	41.9
		COL PCT	39.0	100.0	25.4	29.0	56.2	38.5	
		TOT PCT	5.6	0.8	1.6	7.7	19.7	6.5	
OBJ3	0.	COUNT	135	8	59	248	310	146	906
		ROW PCT	14.9	0.9	6.5	27.4	34.2	16.1	95.5
		COL PCT	99.3	100.0	100.0	98.4	93.1	90.7	
		TOT PCT	14.2	0.8	6.2	26.1	32.7	15.4	
	1.	COUNT	1	0	0	4	23	15	43
		ROW PCT	2.3	0.0	0.0	9.3	53.5	34.9	4.5
		COL PCT	0.7	0.0	0.0	1.6	6.9	9.3	
		TOT PCT	0.1	0.0	0.0	0.4	2.4	1.6	
OBJ4	0.	COUNT	134	8	45	233	309	143	872
		ROW PCT	15.4	0.9	5.2	26.7	35.4	16.4	91.9
		COL PCT	98.5	100.0	76.3	92.5	92.8	88.8	
		TOT PCT	14.1	0.8	4.7	24.6	32.6	15.1	
	1.	COUNT	2	0	14	19	24	18	77
		ROW PCT	2.6	0.0	18.2	24.7	31.2	23.4	8.1
		COL PCT	1.5	0.0	23.7	7.5	7.2	11.2	
		TOT PCT	0.2	0.0	1.5	2.0	2.5	1.9	
OBJ5	0.	COUNT	128	7	45	172	290	139	781
		ROW PCT	16.4	0.9	5.8	22.0	37.1	17.8	82.3
		COL PCT	94.1	87.5	76.3	68.3	87.1	86.3	
		TOT PCT	13.5	0.7	4.7	18.1	30.6	14.6	
	1.	COUNT	8	1	14	80	43	22	168
		ROW PCT	4.8	0.6	8.3	47.6	25.6	13.1	17.7
		COL PCT	5.9	12.5	23.7	31.7	12.9	13.7	
		TOT PCT	0.8	0.1	1.5	8.4	4.5	2.3	
OBJ6	0.	COUNT	133	8	43	241	307	152	884
		ROW PCT	15.0	0.9	4.9	27.3	34.7	17.2	93.2
		COL PCT	97.8	100.0	72.9	95.6	92.2	94.4	
		TOT PCT	14.0	0.8	4.5	25.4	32.3	16.0	
	1.	COUNT	3	0	16	11	26	9	65
		ROW PCT	4.6	0.0	24.6	16.9	40.0	13.8	6.8
		COL PCT	2.2	0.0	27.1	4.4	7.8	5.6	
		TOT PCT	0.3	0.0	1.7	1.2	2.7	0.9	
OBJ7	0.	COUNT	135	8	52	237	316	159	907
		ROW PCT	14.9	0.9	5.7	26.1	34.8	17.5	95.6
		COL PCT	99.3	100.0	88.1	94.0	94.9	98.8	
		TOT PCT	14.2	0.8	5.5	25.0	33.3	16.8	
	1.	COUNT	1	0	7	15	17	2	42
		ROW PCT	2.4	0.0	16.7	35.7	40.5	4.8	4.4
		COL PCT	0.7	0.0	11.9	6.0	5.1	1.2	
		TOT PCT	0.1	0.0	0.7	1.6	1.8	0.2	
OBJ8	0.	COUNT	132	8	50	233	304	159	886
		ROW PCT	14.9	0.9	5.6	26.3	34.3	17.9	93.4
		COL PCT	97.1	100.0	84.7	92.5	91.3	98.8	
		TOT PCT	13.9	0.8	5.3	24.6	32.0	16.8	
	1.	COUNT	4	0	9	19	29	2	63
		ROW PCT	6.3	0.0	14.3	30.2	46.0	3.2	6.6
		COL PCT	2.9	0.0	15.3	7.5	8.7	1.2	
		TOT PCT	0.4	0.0	0.9	2.0	3.1	0.2	

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TABLE D (continued)

Crosstabulation of National Summary of Districts Surveyed by Per Pupil Expenditure With Project Objectives

HORIZONTAL: per pupil expenditure (no response, $1–500, $500–1000, $1000–1500, $1500–2000, above $2000)
VERTICAL: objectives – see Project Director Guide, page 17

	PPEXP COUNT ROW PCT COL PCT TOT PCT	0.	1 TO 500 1.	500 TO 1000 2.	1000 TO 1500 3.	1500 TO 2000 4.	ABOVE 2000 5.	ROW TOTAL
S009	0.	136 15.0 100.0 14.3	8 0.9 100.0 0.8	52 5.7 88.1 5.5	241 26.5 95.6 25.4	310 34.1 93.1 32.7	159 17.5 98.8 16.8	908 95.7
	1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 16.3 11.9 0.7	11 25.6 4.4 1.2	23 53.5 6.9 2.4	2 4.7 1.2 0.2	43 4.5
S010	0.	135 15.0 99.3 14.2	8 0.9 100.0 0.8	51 5.7 86.4 5.4	243 27.0 96.4 25.6	312 34.7 93.7 32.9	150 16.7 93.2 15.8	899 94.7
	1.	1 2.0 0.7 0.1	0 0.0 0.0 0.0	8 16.0 13.6 0.8	9 18.0 3.6 0.9	21 42.0 6.3 2.2	11 22.0 6.8 1.2	50 5.3
S011	0.	129 14.7 94.9 13.6	7 0.8 87.5 0.7	51 5.8 86.4 5.4	236 26.8 93.7 24.9	308 35.0 92.5 32.5	149 16.9 92.5 15.7	880 92.7
	1.	7 10.1 5.1 0.7	1 1.4 12.5 0.1	8 11.6 13.6 0.8	16 23.2 6.3 1.7	25 36.2 7.5 2.6	12 17.4 7.5 1.3	69 7.3
S012	0.	79 17.8 58.1 8.3	0 0.0 0.0 0.0	30 6.7 50.8 3.2	128 28.8 50.8 13.5	135 30.3 40.5 14.2	73 16.4 45.3 7.7	445 46.9
	1.	57 11.3 41.9 6.0	8 1.6 100.0 0.8	29 5.8 49.2 3.1	124 24.6 49.2 13.1	198 39.3 59.5 20.9	88 17.5 54.7 9.3	504 53.1
S013	0.	107 14.4 78.7 11.3	1 0.1 12.5 0.1	44 5.9 74.6 4.6	191 25.7 75.8 20.1	258 34.8 77.5 27.2	141 19.0 87.6 14.9	742 78.2
	1.	29 14.0 21.3 3.1	7 3.4 87.5 0.7	15 7.2 25.4 1.6	61 29.5 24.2 6.4	75 36.2 22.5 7.9	20 9.7 12.4 2.1	207 21.8
S014	0.	127 15.2 93.4 13.4	8 1.0 100.0 0.8	52 6.2 88.1 5.5	201 24.1 79.8 21.2	306 36.6 91.9 32.2	141 16.9 87.6 14.9	835 88.0
	1.	9 7.9 6.6 0.9	0 0.0 0.0 0.0	7 6.1 11.9 0.7	51 44.7 20.2 5.4	27 23.7 8.1 2.8	20 17.5 12.4 2.1	114 12.0
S015	0.	91 17.9 66.9 9.6	0 0.0 0.0 0.0	8 1.6 13.6 0.8	144 28.3 57.1 15.2	160 31.4 48.0 16.9	106 20.8 65.8 11.2	509 53.6
	1.	45 10.2 33.1 4.7	8 1.8 100.0 0.8	51 11.6 86.4 5.4	108 24.5 42.9 11.4	173 39.3 52.0 18.2	55 12.5 34.2 5.8	440 46.4
S016	0.	85 15.5 62.5 9.0	7 1.3 87.5 0.7	23 4.2 39.0 2.4	169 30.9 67.1 17.8	164 30.0 49.2 17.3	99 18.1 61.5 10.4	547 57.6
	1.	51 12.7 37.5 5.4	1 0.2 12.5 0.1	36 9.0 61.0 3.8	83 20.6 32.9 8.7	169 42.0 50.8 17.8	62 15.4 38.5 6.5	402 42.4
S017	0.	91 18.9 66.9 9.6	0 0.0 0.0 0.0	22 4.6 37.3 2.3	128 26.6 50.8 13.5	150 31.1 45.0 15.8	91 18.9 56.5 9.6	482 50.8
	1.	45 9.6 33.1 4.7	8 1.7 100.0 0.8	37 7.9 62.7 3.9	124 26.6 49.2 13.1	183 39.2 55.0 19.3	70 15.0 43.5 7.4	467 49.2

TABLE D (continued)

Crosstabulation of National Summary of Districts Surveyed by Per Pupil Expenditure With Project Objectives

HORIZONTAL: per pupil expenditure (no response, $1–500, $500–1000, $1000–1500, $1500–2000, above $2000)
VERTICAL: objectives – see Project Director Guide, page 17

	COUNT ROW PCT COL PCT TOT PCT	PPEXP 0.	1 TO 500 1.	500 TO 1000 2.	1000 TO 1500 3.	1500 TO 2000 4.	ABOVE 2000 5.	ROW TOTAL
OBJ18	0.	99 17.3 72.8 10.4	8 1.4 100.0 0.8	30 5.3 50.8 3.2	160 28.0 63.5 16.9	175 30.6 52.6 18.4	99 17.3 61.5 10.4	571 60.2
	1.	37 9.8 27.2 3.9	0 0.0 0.0 0.0	29 7.7 49.2 3.1	92 24.3 36.5 9.7	158 41.8 47.4 16.6	62 16.4 38.5 6.5	378 39.8
OBJ19	0.	92 17.6 67.6 9.7	8 1.5 100.0 0.8	30 5.7 50.8 3.2	159 30.3 63.1 16.8	152 29.0 45.6 16.0	83 15.8 51.6 8.7	524 55.2
	1.	44 10.4 32.4 4.6	0 0.0 0.0 0.0	29 6.8 49.2 3.1	93 21.9 36.9 9.8	181 42.6 54.4 19.1	78 18.4 48.4 8.2	425 44.8
OBJ20	0.	93 16.2 68.4 9.8	8 1.4 100.0 0.8	30 5.2 50.8 3.2	173 30.1 68.7 18.2	177 30.8 53.2 18.7	94 16.3 58.4 9.9	575 60.6
	1.	43 11.5 31.6 4.5	0 0.0 0.0 0.0	29 7.8 49.2 3.1	79 21.1 31.3 8.3	156 41.7 46.8 16.4	67 17.9 41.6 7.1	374 39.4
OBJ21	0.	100 16.0 73.5 10.5	8 1.3 100.0 0.8	30 4.8 50.8 3.2	174 27.8 69.0 18.3	210 33.5 63.1 22.1	104 16.6 64.6 11.0	626 66.0
	1.	36 11.1 26.5 3.8	0 0.0 0.0 0.0	29 9.0 49.2 3.1	78 24.1 31.0 8.2	123 38.1 36.9 13.0	57 17.6 35.4 6.0	323 34.0
OBJ22	0.	120 14.4 88.2 12.6	8 1.0 100.0 0.8	52 6.2 88.1 5.5	227 27.3 90.1 23.9	284 34.1 85.3 29.9	142 17.0 88.2 15.0	833 87.8
	1.	16 13.8 11.8 1.7	0 0.0 0.0 0.0	7 6.0 11.9 0.7	25 21.6 9.9 2.6	49 42.2 14.7 5.2	19 16.4 11.8 2.0	116 12.2
OBJ23	0.	95 12.0 69.9 10.0	7 0.9 87.5 0.7	52 6.5 88.1 5.5	200 25.2 79.4 21.1	291 36.6 87.4 30.7	149 18.8 92.5 15.7	794 83.7
	1.	41 26.5 30.1 4.3	1 0.6 12.5 0.1	7 4.5 11.9 0.7	52 33.5 20.6 5.5	42 27.1 12.6 4.4	12 7.7 7.5 1.3	155 16.3
OBJ24	0.	103 12.7 75.7 10.9	8 1.0 100.0 0.8	43 5.3 72.9 4.5	228 28.2 90.5 24.0	285 35.2 85.6 30.0	142 17.6 88.2 15.0	809 85.2
	1.	33 23.6 24.3 3.5	0 0.0 0.0 0.0	16 11.4 27.1 1.7	24 17.1 9.5 2.5	48 34.3 14.4 5.1	19 13.6 11.8 2.0	140 14.8
OBJ25	0.	126 14.9 92.6 13.3	7 0.8 87.5 0.7	52 6.2 88.1 5.5	199 23.6 79.0 21.0	311 36.8 93.4 32.8	149 17.7 92.5 15.7	844 88.9
	1.	10 9.5 7.4 1.1	1 1.0 12.5 0.1	7 6.7 11.9 0.7	53 50.5 21.0 5.6	22 21.0 6.6 2.3	12 11.4 7.5 1.3	105 11.1
	COLUMN TOTAL	136 14.3	8 0.8	59 6.2	252 26.6	333 35.1	161 17.0	949 100.0

TABLE E-1
Crosstabulation of National Summary of Parent Committee Perceptions of Effectiveness in Overcoming Academic Difficulties With Regions

HORIZONTAL: regions — see sample design
VERTICAL: perceptions of effectiveness (no response, not effective, somewhat effective — very effective, not applicable) — see Parent Committee Guide, question 24

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NATIONAL PROJECTIONS

* * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * .
     PC24                                                           BY  REGION     GEOGRAPHIC REGION
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                      REGION
             COUNT   I
           ROW PCT   IALASKA    PACIFIC   PACIFIC   ROCKY     INTERIOR NORTH     UPPER     CENTRAL   SOUTH -   NEW          ROW
           COL PCT   I          N.W.      S.W.      MOUNTAIN  S.W.     CENTRAL   MIDWEST   S.W.      EAST      ENGLAND     TOTAL
           TOT PCT   I       1.I       2.I       3.I       4.I       5.I       6.I       7.I       8.I       9.I      10.I
PC24        ---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
                  0. I       8 I       0 I       0 I       0 I       0 I      18 I       0 I      27 I       0 I       0 I       53
                     I    15.1 I     0.0 I     0.0 I     0.0 I     0.0 I    34.0 I     0.0 I    50.9 I     0.0 I     0.0 I      5.6
                     I    27.6 I     0.0 I     0.0 I     0.0 I     0.0 I     9.2 I     0.0 I    13.5 I     0.0 I     0.0 I
                     I     0.8 I     0.0 I     0.0 I     0.0 I     0.0 I     1.9 I     0.0 I     2.8 I     0.0 I     0.0 I
                    -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
                  2. I       1 I       7 I      15 I       9 I       8 I      26 I       0 I       0 I      18 I       7 I       91
   SOMEWHAT EFFECTI  I     1.1 I     7.7 I    16.5 I     9.9 I     8.8 I    28.6 I     0.0 I     0.0 I    19.8 I     7.7 I      9.6
                     I     3.4 I     9.1 I     9.9 I    10.3 I    11.3 I    13.3 I     0.0 I     0.0 I    34.6 I    18.9 I
                     I     0.1 I     0.7 I     1.6 I     0.9 I     0.8 I     2.7 I     0.0 I     0.0 I     1.9 I     0.7 I
                    -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
                  3. I       7 I      50 I      81 I      48 I      38 I      65 I      29 I      70 I      24 I       2 I      414
   MODERATELY EFFEC  I     1.7 I    12.1 I    19.6 I    11.6 I     9.2 I    15.7 I     7.0 I    16.9 I     5.8 I     0.5 I     43.6
                     I    24.1 I    64.9 I    53.6 I    55.2 I    53.5 I    33.3 I    58.0 I    35.0 I    46.2 I     5.4 I
                     I     0.7 I     5.3 I     8.5 I     5.1 I     4.0 I     6.8 I     3.1 I     7.4 I     2.5 I     0.2 I
                    -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
                  4. I      12 I      20 I      48 I      30 I      25 I      59 I      20 I      87 I      10 I      12 I      323
   VERY EFFECTIVE    I     3.7 I     6.2 I    14.9 I     9.3 I     7.7 I    18.3 I     6.2 I    26.9 I     3.1 I     3.7 I     34.0
                     I    41.4 I    26.0 I    31.8 I    34.5 I    35.2 I    30.3 I    40.0 I    43.5 I    19.2 I    32.4 I
                     I     1.3 I     2.1 I     5.1 I     3.2 I     2.6 I     6.2 I     2.1 I     9.2 I     1.1 I     1.3 I
                    -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
                  5. I       1 I       0 I       7 I       0 I       0 I      27 I       1 I      16 I       0 I      16 I       68
   NOT APPLICABLE    I     1.5 I     0.0 I    10.3 I     0.0 I     0.0 I    39.7 I     1.5 I    23.5 I     0.0 I    23.5 I      7.2
                     I     3.4 I     0.0 I     4.6 I     0.0 I     0.0 I    13.8 I     2.0 I     8.0 I     0.0 I    43.2 I
                     I     0.1 I     0.0 I     0.7 I     0.0 I     0.0 I     2.8 I     0.1 I     1.7 I     0.0 I     1.7 I
                    -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
              COLUMN        29        77       151        87        71       195        50       200        52        37        949
               TOTAL       3.1       8.1      15.9       9.2       7.5      20.5       5.3      21.1       5.5       3.9      100.0
```

TABLE E-2
Crosstabulation of National Summary of Parent Committee Perceptions of Effectiveness in Providing Supplementary Services With Regions

HORIZONTAL: regions — see sample design
VERTICAL: perceptions of effectiveness (no response, not effective, somewhat effective — very effective, not applicable) — see Parent Committee Guide, question 25

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       NATIONAL PROJECTIONS

* * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * *
   PC25                                                       BY  REGION     GEOGRAPHIC REGION
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * .

                    REGION
            COUNT  I
          ROW PCT  IALASKA    PACIFIC   PACIFIC   ROCKY     INTERIOR NORTH     UPPER     CENTRAL   SOUTH -   NEW          ROW
          COL PCT  I          N.W.      S.W.      MOUNTAIN  S.W.     CENTRAL   MIDWEST   S.W.      EAST      ENGLAND     TOTAL
          TOT PCT  I       1.I       2.I       3.I       4.I       5.I       6.I       7.I       8.I       9.I      10.I
PC25       --------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
               0.  I       8 I       0 I       0 I       0 I       0 I      18 I       0 I      34 I       0 I       0 I      60
                   I    13.3 I     0.0 I     0.0 I     0.0 I     0.0 I    30.0 I     0.0 I    56.7 I     0.0 I     0.0 I     6.3
                   I    27.6 I     0.0 I     0.0 I     0.0 I     0.0 I     9.2 I     0.0 I    17.0 I     0.0 I     0.0 I
                   I     0.8 I     0.0 I     0.0 I     0.0 I     0.0 I     1.9 I     0.0 I     3.6 I     0.0 I     0.0 I
                  -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
               1.  I       0 I       0 I       0 I       7 I       0 I       0 I       0 I       0 I       0 I       0 I       7
  NOT EFFECTIVE    I     0.0 I     0.0 I     0.0 I   100.0 I     0.0 I     0.0 I     0.0 I     0.0 I     0.0 I     0.0 I     0.7
                   I     0.0 I     0.0 I     0.0 I     8.0 I     0.0 I     0.0 I     0.0 I     0.0 I     0.0 I     0.0 I
                   I     0.0 I     0.0 I     0.0 I     0.7 I     0.0 I     0.0 I     0.0 I     0.0 I     0.0 I     0.0 I
                  -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
               2.  I       1 I       0 I      24 I       0 I       1 I       9 I       0 I       0 I       0 I       0 I      35
  SOMEWHAT EFFECTI I     2.9 I     0.0 I    68.6 I     0.0 I     2.9 I    25.7 I     0.0 I     0.0 I     0.0 I     0.0 I     3.7
                   I     3.4 I     0.0 I    15.9 I     0.0 I     1.4 I     4.6 I     0.0 I     0.0 I     0.0 I     0.0 I
                   I     0.1 I     0.0 I     2.5 I     0.0 I     0.1 I     0.9 I     0.0 I     0.0 I     0.0 I     0.0 I
                  -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
               3.  I       4 I      18 I      46 I      35 I      29 I      76 I      15 I      30 I      33 I       8 I     294
  MODERATELY EFFEC I     1.4 I     6.1 I    15.6 I    11.9 I     9.9 I    25.9 I     5.1 I    10.2 I    11.2 I     2.7 I    31.0
                   I    13.8 I    23.4 I    30.5 I    40.2 I    40.8 I    39.0 I    30.0 I    15.0 I    63.5 I    21.6 I
                   I     0.4 I     1.9 I     4.8 I     3.7 I     3.1 I     8.0 I     1.6 I     3.2 I     3.5 I     0.8 I
                  -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
               4.  I      16 I      59 I      81 I      45 I      41 I      75 I      28 I     120 I      19 I      22 I     506
  VERY EFFECTIVE   I     3.2 I    11.7 I    16.0 I     8.9 I     8.1 I    14.8 I     5.5 I    23.7 I     3.8 I     4.3 I    53.3
                   I    55.2 I    76.6 I    53.6 I    51.7 I    57.7 I    38.5 I    56.0 I    60.0 I    36.5 I    59.5 I
                   I     1.7 I     6.2 I     8.5 I     4.7 I     4.3 I     7.9 I     3.0 I    12.6 I     2.0 I     2.3 I
                  -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
               5.  I       0 I       0 I       0 I       0 I       0 I      17 I       7 I      16 I       0 I       7 I      47
  NOT APPLICABLE   I     0.0 I     0.0 I     0.0 I     0.0 I     0.0 I    36.2 I    14.9 I    34.0 I     0.0 I    14.9 I     5.0
                   I     0.0 I     0.0 I     0.0 I     0.0 I     0.0 I     8.7 I    14.0 I     8.0 I     0.0 I    18.9 I
                   I     0.0 I     0.0 I     0.0 I     0.0 I     0.0 I     1.8 I     0.7 I     1.7 I     0.0 I     0.7 I
                  -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
           COLUMN         29        77       151        87        71       195        50       200        52        37       949
            TOTAL        3.1       8.1      15.9       9.2       7.5      20.5       5.3      21.1       5.5       3.9     100.0
```

TABLE E-3

Crosstabulation of National Summary of Parent Committee Perceptions of Improvement in Attitudes Toward School With Regions

HORIZONTAL: regions – see sample design

VERTICAL: perceptions of improvement (no response, no improvement – great improvement, not applicable) – see Parent Committee Guide, question 26

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NATIONAL PROJECTIONS

* * * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F  * * * * * * * * .
     PC26                                                     BY  REGION     GEOGRAPHIC REGION
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

             REGION
      COUNT  I
     ROW PCT IALASKA    PACIFIC   PACIFIC   ROCKY     INTERIOR NORTH     UPPER     CENTRAL   SOUTH -   NEW        ROW
     COL PCT I          N.W.      S.W.      MOUNTAIN  S.W.     CENTRAL   MIDWEST   S.W.      EAST      ENGLAND    TOTAL
     TOT PCT I       1.I       2.I       3.I       4.I       5.I       6.I       7.I       8.I       9.I      10.I
PC26         --------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
          0.  I       8 I       0 I       0 I       0 I       0 I      18 I       0 I      34 I       0 I       0 I      60
              I    13.3 I     0.0 I     0.0 I     0.0 I     0.0 I    30.0 I     0.0 I    56.7 I     0.0 I     0.0 I     6.3
              I    27.6 I     0.0 I     0.0 I     0.0 I     0.0 I     9.2 I     0.0 I    17.0 I     0.0 I     0.0 I
              I     0.8 I     0.0 I     0.0 I     0.0 I     0.0 I     1.9 I     0.0 I     3.6 I     0.0 I     0.0 I
             -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
          1.  I       0 I       0 I       7 I       0 I       0 I       0 I       0 I       0 I       0 I       0 I       7
  NO IMPROVEMENT    0.0 I     0.0 I   100.0 I     0.0 I     0.0 I     0.0 I     0.0 I     0.0 I     0.0 I     0.0 I     0.7
              I     0.0 I     0.0 I     4.6 I     0.0 I     0.0 I     0.0 I     0.0 I     0.0 I     0.0 I     0.0 I
              I     0.0 I     0.0 I     0.7 I     0.0 I     0.0 I     0.0 I     0.0 I     0.0 I     0.0 I     0.0 I
             -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
          2.  I       2 I       0 I      17 I       9 I       1 I      34 I       7 I       0 I       9 I       7 I      86
  LITTLE IMPROVEME  2.3 I     0.0 I    19.8 I    10.5 I     1.2 I    39.5 I     8.1 I     0.0 I    10.5 I     8.1 I     9.1
              I     6.9 I     0.0 I    11.3 I    10.3 I     1.4 I    17.4 I    14.0 I     0.0 I    17.3 I    18.9 I
              I     0.2 I     0.0 I     1.8 I     0.9 I     0.1 I     3.6 I     0.7 I     0.0 I     0.9 I     0.7 I
             -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
          3.  I       6 I      36 I      78 I      47 I      39 I      88 I      25 I      76 I      36 I      17 I     448
  MODERATE IMPROVI  1.3 I     8.0 I    17.4 I    10.5 I     8.7 I    19.6 I     5.6 I    17.0 I     8.0 I     3.8 I    47.2
              I    20.7 I    46.8 I    51.7 I    54.0 I    54.9 I    45.1 I    50.0 I    38.0 I    69.2 I    45.9 I
              I     0.6 I     3.8 I     8.2 I     5.0 I     4.1 I     9.3 I     2.6 I     8.0 I     3.8 I     1.8 I
             -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
          4.  I       6 I      41 I      49 I      31 I      31 I      45 I      18 I      67 I       7 I      12 I     307
  GREAT IMPROVEMEN  2.0 I    13.4 I    16.0 I    10.1 I    10.1 I    14.7 I     5.9 I    21.8 I     2.3 I     3.9 I    32.3
              I    20.7 I    53.2 I    32.5 I    35.6 I    43.7 I    23.1 I    36.0 I    33.5 I    13.5 I    32.4 I
              I     0.6 I     4.3 I     5.2 I     3.3 I     3.3 I     4.7 I     1.9 I     7.1 I     0.7 I     1.3 I
             -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
          5.  I       7 I       0 I       0 I       0 I       0 I      10 I       0 I      23 I       0 I       1 I      41
  NOT APPLICABLE   17.1 I     0.0 I     0.0 I     0.0 I     0.0 I    24.4 I     0.0 I    56.1 I     0.0 I     2.4 I     4.3
              I    24.1 I     0.0 I     0.0 I     0.0 I     0.0 I     5.1 I     0.0 I    11.5 I     0.0 I     2.7 I
              I     0.7 I     0.0 I     0.0 I     0.0 I     0.0 I     1.1 I     0.0 I     2.4 I     0.0 I     0.1 I
             -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
       COLUMN        29        77       151        87        71       195        50       200        52        37       949
        TOTAL       3.1       8.1      15.9       9.2       7.5      20.5       5.3      21.1       5.5       3.9     100.0
```

B-17

TABLE E-4

Crosstabulation of National Summary of Parent Committee Perceptions of Improvement in Self-Concept With Regions

HORIZONTAL: regions — see sample design
VERTICAL: perceptions of improvement (no response, negligible — considerably, not applicable) — see Parent Committee Guide, question 27

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NATIONAL PROJECTIONS

* * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * *
    PC27                                                        BY REGION    GEOGRAPHIC REGION
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

              REGION
       COUNT I
     ROW PCT IALASKA    PACIFIC   PACIFIC   ROCKY     INTERIOR NORTH     UPPER     CENTRAL   SOUTH -   NEW        ROW
     COL PCT I          N.W.      S.W.      MOUNTAIN  S.W.     CENTRAL   MIDWEST   S.W.      EAST      ENGLAND    TOTAL
     TOT PCT I       1.I       2.I       3.I       4.I       5.I       6.I       7.I       8.I       9.I      10.I
PC27 --------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
          0. I       8 I       0 I       0 I       0 I       0 I      18 I       0 I      27 I       0 I       0 I      53
             I    15.1 I     0.0 I     0.0 I     0.0 I     0.0 I    34.0 I     0.0 I    50.9 I     0.0 I     0.0 I     5.6
             I    27.6 I     0.0 I     0.0 I     0.0 I     0.0 I     9.2 I     0.0 I    13.5 I     0.0 I     0.0 I
             I     0.8 I     0.0 I     0.0 I     0.0 I     0.0 I     1.9 I     0.0 I     2.8 I     0.0 I     0.0 I
            -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
          2. I       0 I       7 I       7 I       9 I       0 I       9 I       0 I       7 I       9 I       0 I      48
  LITTLE     I     0.0 I    14.6 I    14.6 I    18.8 I     0.0 I    18.8 I     0.0 I    14.6 I    18.8 I     0.0 I     5.1
             I     0.0 I     9.1 I     4.6 I    10.3 I     0.0 I     4.6 I     0.0 I     3.5 I    17.3 I     0.0 I
             I     0.0 I     0.7 I     0.7 I     0.9 I     0.0 I     0.9 I     0.0 I     0.7 I     0.9 I     0.0 I
            -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
          3. I       6 I      39 I      67 I      32 I      31 I      74 I      24 I      54 I      17 I      33 I     377
  MODERATELY I     1.6 I    10.3 I    17.8 I     8.5 I     8.2 I    19.6 I     6.4 I    14.3 I     4.5 I     8.8 I    39.7
             I    20.7 I    50.6 I    44.4 I    36.8 I    43.7 I    37.9 I    48.0 I    27.0 I    32.7 I    89.2 I
             I     0.6 I     4.1 I     7.1 I     3.4 I     3.3 I     7.8 I     2.5 I     5.7 I     1.8 I     3.5 I
            -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
          4. I      15 I      31 I      77 I      46 I      40 I      85 I      26 I     105 I      26 I       4 I     455
  CONSIDERABLY     3.3 I     6.8 I    16.9 I    10.1 I     8.8 I    18.7 I     5.7 I    23.1 I     5.7 I     0.9 I    47.9
             I    51.7 I    40.3 I    51.0 I    52.9 I    56.3 I    43.6 I    52.0 I    52.5 I    50.0 I    10.8 I
             I     1.6 I     3.3 I     8.1 I     4.8 I     4.2 I     9.0 I     2.7 I    11.1 I     2.7 I     0.4 I
            -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
          5. I       0 I       0 I       0 I       0 I       0 I       9 I       0 I       7 I       0 I       0 I      16
  NOT APPLICABLE   0.0 I     0.0 I     0.0 I     0.0 I     0.0 I    56.3 I     0.0 I    43.8 I     0.0 I     0.0 I     1.7
             I     0.0 I     0.0 I     0.0 I     0.0 I     0.0 I     4.6 I     0.0 I     3.5 I     0.0 I     0.0 I
             I     0.0 I     0.0 I     0.0 I     0.0 I     0.0 I     0.9 I     0.0 I     0.7 I     0.0 I     0.0 I
            -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
      COLUMN        29        77       151        87        71       195        50       200        52        37       949
       TOTAL       3.1       8.1      15.9       9.2       7.5      20.5       5.3      21.1       5.5       3.9     100.0
```

TABLE E-5

Crosstabulation of National Summary of Parent Committee Perceptions of Improvement in Staff Attitudes Towards Indian Pupils With Regions

HORIZONTAL: regions – see sample design
VERTICAL: perceptions of improvement (no response, negligible – considerably, not applicable) – see Parent Committee Guide, question 28

NATIONAL PROJECTIONS

* * * * * * * * * * * * * * * * * * C R O S S T A B U L A T I O N O F * * * * * * * * *
PC28 BY REGION GEOGRAPHIC REGION
* *

PC28	COUNT ROW PCT COL PCT TOT PCT	REGION ALASKA 1.	PACIFIC N.W. 2.	PACIFIC S.W. 3.	ROCKY MOUNTAIN 4.	INTERIOR S.W. 5.	NORTH CENTRAL 6.	UPPER MIDWEST 7.	CENTRAL S.W. 8.	SOUTH - EAST 9.	NEW ENGLAND 10.	ROW TOTAL
	0.	9 16.4 31.0 0.9	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	18 32.7 9.2 1.9	1 1.8 2.0 0.1	27 49.1 13.5 2.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	55 5.8
NEGLIGIBLE	1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 0.5 0.1	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 0.1
LITTLE	2.	1 1.0 3.4 0.1	9 8.8 11.7 0.9	9 8.8 6.0 0.9	0 0.0 0.0 0.0	8 7.8 11.3 0.8	28 27.5 14.4 3.0	7 6.9 14.0 0.7	23 22.5 11.5 2.4	10 9.8 19.2 1.1	7 6.9 18.9 0.7	102 10.7
MODERATELY	3.	6 1.3 20.7 0.6	53 11.3 68.8 5.6	88 18.7 58.3 9.3	72 15.3 82.8 7.6	37 7.9 52.1 3.9	85 18.0 43.6 9.0	15 3.2 30.0 1.6	55 11.7 27.5 5.8	33 7.0 63.5 3.5	27 5.7 73.0 2.8	471 49.6
CONSIDERABLY	4.	6 2.7 20.7 0.6	8 3.6 10.4 0.8	38 17.1 25.2 4.0	15 6.8 17.2 1.6	19 8.6 26.8 2.0	45 20.3 23.1 4.7	9 4.1 18.0 0.9	71 32.0 35.5 7.5	9 4.1 17.3 0.9	2 0.9 5.4 0.2	222 23.4
NOT APPLICABLE	5.	7 7.1 24.1 0.7	7 7.1 9.1 0.7	16 16.3 10.6 1.7	0 0.0 0.0 0.0	7 7.1 9.9 0.7	18 18.4 9.2 1.9	18 18.4 36.0 1.9	24 24.5 12.0 2.5	0 0.0 0.0 0.0	1 1.0 2.7 0.1	98 10.3
	COLUMN TOTAL	29 3.1	77 8.1	151 15.9	87 9.2	71 7.5	195 20.5	50 5.3	200 21.1	52 5.5	37 3.9	949 100.0

B-19

TABLE E-6
Crosstabulation of National Summary of Parent Committee Perceptions of Improvement of Peer Attitudes Towards Indian Pupils With Regions

HORIZONTAL: regions — see sample design
VERTICAL: perceptions of improvement (no response, negligible — considerably, not applicable) — see Parent Committee Guide, question 29

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NATIONAL PROJECTIONS


* * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * *
  PC29                                                BY  REGION    GEOGRAPHIC REGION
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

                  REGION
         COUNT   I
       ROW PCT   IALASKA    PACIFIC   PACIFIC   ROCKY     INTERIOR NORTH     UPPER     CENTRAL   SOUTH -   NEW           ROW
       COL PCT   I          N.W.      S.W.      MOUNTAIN  S.W.     CENTRAL   MIDWEST   S.W.      EAST      ENGLAND      TOTAL
       TOT PCT   I       1.I       2.I       3.I       4.I       5.I       6.I       7.I       8.I       9.I      10.I
PC29     --------I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
             0.  I     8   I     0   I     0   I     9   I     0   I    18   I     0   I    27   I     0   I     0   I     62
                 I  12.9   I   0.0   I   0.0   I  14.5   I   0.0   I  29.0   I   0.0   I  43.5   I   0.0   I   0.0   I    6.5
                 I  27.6   I   0.0   I   0.0   I  10.3   I   0.0   I   9.2   I   0.0   I  13.5   I   0.0   I   0.0   I
                 I   0.8   I   0.0   I   0.0   I   0.9   I   0.0   I   1.9   I   0.0   I   2.8   I   0.0   I   0.0   I
                -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
             1.  I     1   I     7   I     7   I     0   I     1   I    23   I     1   I     0   I     0   I     7   I     47
  NEGLIGIBLE     I   2.1   I  14.9   I  14.9   I   0.0   I   2.1   I  48.9   I   2.1   I   0.0   I   0.0   I  14.9   I    5.0
                 I   3.4   I   9.1   I   4.6   I   0.0   I   1.4   I  11.8   I   2.0   I   0.0   I   0.0   I  18.9   I
                 I   0.1   I   0.7   I   0.7   I   0.0   I   0.1   I   2.4   I   0.1   I   0.0   I   0.0   I   0.7   I
                -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
             2.  I     2   I     2   I    12   I    24   I    11   I    34   I    14   I    33   I    18   I     0   I    150
  LITTLE         I   1.3   I   1.3   I   8.0   I  16.0   I   7.3   I  22.7   I   9.3   I  22.0   I  12.0   I   0.0   I   15.8
                 I   6.9   I   2.6   I   7.9   I  27.6   I  15.5   I  17.4   I  28.0   I  16.5   I  34.6   I   0.0   I
                 I   0.2   I   0.2   I   1.3   I   2.5   I   1.2   I   3.6   I   1.5   I   3.5   I   1.9   I   0.0   I
                -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
             3.  I     5   I    49   I    74   I    33   I    38   I    69   I     9   I    63   I    25   I    18   I    383
  MODERATELY     I   1.3   I  12.8   I  19.3   I   8.6   I   9.9   I  18.0   I   2.3   I  16.4   I   6.5   I   4.7   I   40.4
                 I  17.2   I  63.6   I  49.0   I  37.9   I  53.5   I  35.4   I  18.0   I  31.5   I  48.1   I  48.6   I
                 I   0.5   I   5.2   I   7.8   I   3.5   I   4.0   I   7.3   I   0.9   I   6.6   I   2.6   I   1.9   I
                -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
             4.  I    12   I    10   I    42   I    14   I    21   I    25   I     7   I    54   I     9   I    11   I    205
  CONSIDERABLY   I   5.9   I   4.9   I  20.5   I   6.8   I  10.2   I  12.2   I   3.4   I  26.3   I   4.4   I   5.4   I   21.6
                 I  41.4   I  13.0   I  27.8   I  16.1   I  29.6   I  12.8   I  14.0   I  27.0   I  17.3   I  29.7   I
                 I   1.3   I   1.1   I   4.4   I   1.5   I   2.2   I   2.6   I   0.7   I   5.7   I   0.9   I   1.2   I
                -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
             5.  I     1   I     9   I    16   I     7   I     0   I    26   I    19   I    23   I     0   I     1   I    102
  NOT APPLICABLE I   1.0   I   8.8   I  15.7   I   6.9   I   0.0   I  25.5   I  18.6   I  22.5   I   0.0   I   1.0   I   10.7
                 I   3.4   I  11.7   I  10.6   I   8.0   I   0.0   I  13.3   I  38.0   I  11.5   I   0.0   I   2.7   I
                 I   0.1   I   0.9   I   1.7   I   0.7   I   0.0   I   2.7   I   2.0   I   2.4   I   0.0   I   0.1   I
                -I---------I---------I---------I---------I---------I---------I---------I---------I---------I---------I
        COLUMN        29        77       151        87        71       195        50       200        52        37        949
         TOTAL       3.1       8.1      15.9       9.2       7.5      20.5       5.3      21.1       5.5       3.9      100.0
```

TABLE F-1

Crosstabulation of National Summary of Parent Committee Perceptions of Effectiveness in Overcoming Academic Difficulties With Density Strata

HORIZONTAL: density strata — see sample design

VERTICAL: perceptions of effectiveness (no response, not effective, somewhat effective — very effective, not applicable) — see Parent Committee Guide, question 24

```
                         DENSITY
              COUNT    I
              ROW PCT  IURBAN      RURAL -    RURAL -      ROW
              COL PCT  I           HIGH       LOW          TOTAL
              TOT PCT  I       1.I        2.I        3.I
PC24          --------I---------I---------I---------I
                   0.  I     9   I    21   I    23   I     53
                       I  17.0   I  39.6   I  43.4   I    5.6
                       I   4.9   I   5.3   I   6.2   I
                       I   0.9   I   2.2   I   2.4   I
                      -I---------I---------I---------I
                   2.  I    17   I    24   I    50   I     91
     SOMEWHAT EFFECTI  I  18.7   I  26.4   I  54.9   I    9.6
                       I   9.3   I   6.0   I  13.5   I
                       I   1.8   I   2.5   I   5.3   I
                      -I---------I---------I---------I
                   3.  I    89   I   189   I   136   I    414
     MODERATELY EFFEC  I  21.5   I  45.7   I  32.9   I   43.6
                       I  48.9   I  47.6   I  36.8   I
                       I   9.4   I  19.9   I  14.3   I
                      -I---------I---------I---------I
                   4.  I    65   I   154   I   104   I    323
     VERY EFFECTIVE    I  20.1   I  47.7   I  32.2   I   34.0
                       I  35.7   I  38.8   I  28.1   I
                       I   6.8   I  16.2   I  11.0   I
                      -I---------I---------I---------I
                   5.  I     2   I     9   I    57   I     68
     NOT APPLICABLE    I   2.9   I  13.2   I  83.8   I    7.2
                       I   1.1   I   2.3   I  15.4   I
                       I   0.2   I   0.9   I   6.0   I
                      -I---------I---------I---------I
               COLUMN      182       397        370        949
               TOTAL      19.2      41.8       39.0      100.0
```

TABLE F-2

Crosstabulation of National Summary of Parent Committee Perceptions of Effectiveness in Providing Supplementary Services With Density Strata

HORIZONTAL: density strata – see sample design
VERTICAL: perceptions of improvement (no response, no improvement – great improvement, not applicable) – see Parent Committee Guide, question 25

```
                         DENSITY
               COUNT   I
             ROW PCT   IURBAN     RURAL -   RURAL -      ROW
             COL PCT   I          HIGH      LOW          TOTAL
             TOT PCT   I      1.I       2.I       3.I
PC25           --------I--------I---------I---------I
                  0.   I     9  I    28   I    23   I     60
                       I  15.0  I  46.7   I  38.3   I    6.3
                       I   4.9  I   7.1   I   6.2   I
                       I   0.9  I   3.0   I   2.4   I
                      -I--------I---------I---------I
                  1.   I     7  I     0   I     0   I      7
   NOT EFFECTIVE       I 100.0  I   0.0   I   0.0   I    0.7
                       I   3.8  I   0.0   I   0.0   I
                       I   0.7  I   0.0   I   0.0   I
                      -I--------I---------I---------I
                  2.   I    16  I     9   I    10   I     35
   SOMEWHAT EFFECTI    I  45.7  I  25.7   I  28.6   I    3.7
                       I   8.8  I   2.3   I   2.7   I
                       I   1.7  I   0.9   I   1.1   I
                      -I--------I---------I---------I
                  3.   I    57  I   128   I   109   I    294
   MODERATELY EFFEC    I  19.4  I  43.5   I  37.1   I   31.0
                       I  31.3  I  32.2   I  29.5   I
                       I   6.0  I  13.5   I  11.5   I
                      -I--------I---------I---------I
                  4.   I    92  I   218   I   196   I    506
   VERY EFFECTIVE      I  18.2  I  43.1   I  38.7   I   53.3
                       I  50.5  I  54.9   I  53.0   I
                       I   9.7  I  23.0   I  20.7   I
                      -I--------I---------I---------I
                  5.   I     1  I    14   I    32   I     47
   NOT APPLICABLE      I   2.1  I  29.8   I  68.1   I    5.0
                       I   0.5  I   3.5   I   8.6   I
                       I   0.1  I   1.5   I   3.4   I
                      -I--------I---------I---------I
              COLUMN       182       397       370        949
               TOTAL      19.2      41.8      39.0      100.0
```

TABLE F-3

Crosstabulation of National Summary of Parent Committee Perceptions of Improvement in Attitudes Towards School With Density Strata

HORIZONTAL: density strata – see sample design

VERTICAL: perceptions of improvment (no response, no improvement – great improvement, not applicable) – see Parent Committee Guide, question 26

```
                          DENSITY
               COUNT    I
               ROW PCT  IURBAN      RURAL -    RURAL -       ROW
               COL PCT  I           HIGH       LOW           TOTAL
               TOT PCT  I      1.I       2.I       3.I
PC26           --------I--------I---------I---------I
                    0.  I     9  I     28  I     23  I         60
                        I  15.0  I   46.7  I   38.3  I        6.3
                        I   4.9  I    7.1  I    6.2  I
                        I   0.9  I    3.0  I    2.4  I
                       -I--------I---------I---------I
                    1.  I     7  I      0  I      0  I          7
       NO IMPROVEMENT   I 100.0  I    0.0  I    0.0  I        0.7
                        I   3.8  I    0.0  I    0.0  I
                        I   0.7  I    0.0  I    0.0  I
                       -I--------I---------I---------I
                    2.  I    24  I     10  I     52  I         86
       LITTLE IMPROVEME I  27.9  I   11.6  I   60.5  I        9.1
                        I  13.2  I    2.5  I   14.1  I
                        I   2.5  I    1.1  I    5.5  I
                       -I--------I---------I---------I
                    3.  I    81  I    203  I    164  I        448
       MODERATE IMPROVE I  18.1  I   45.3  I   36.6  I       47.2
                        I  44.5  I   51.1  I   44.3  I
                        I   8.5  I   21.4  I   17.3  I
                       -I--------I---------I---------I
                    4.  I    59  I    142  I    106  I        307
       GREAT IMPROVEMEN I  19.2  I   46.3  I   34.5  I       32.3
                        I  32.4  I   35.8  I   28.6  I
                        I   6.2  I   15.0  I   11.2  I
                       -I--------I---------I---------I
                    5.  I     2  I     14  I     25  I         41
       NOT APPLICABLE   I   4.9  I   34.1  I   61.0  I        4.3
                        I   1.1  I    3.5  I    6.8  I
                        I   0.2  I    1.5  I    2.6  I
                       -I--------I---------I---------I
                 COLUMN      182       397       370          949
                  TOTAL     19.2      41.8      39.0        100.0
```

TABLE F-4
Crosstabulation of National Summary of Parent Committee Perceptions of Improvement in Self-Concept With Density Strata

HORIZONTAL: density strata — see sample design
VERTICAL: perceptions of improvement (no response, negligible — considerably, not applicable) — see Parent Committee Guide, question 27

```
                        DENSITY
             COUNT   I
            ROW PCT  IURBAN     RURAL -   RURAL -        ROW
            COL PCT  I          HIGH      LOW            TOTAL
            TOT PCT  I      1.I      2.I      3.I
PC27        ---------I--------I--------I--------I
                 0.  I     9  I    21  I    23  I       53
                     I  17.0  I  39.6  I  43.4  I      5.6
                     I   4.9  I   5.3  I   6.2  I
                     I   0.9  I   2.2  I   2.4  I
                    -I--------I--------I--------I
                 2.  I     7  I     7  I    34  I       48
   LITTLE            I  14.6  I  14.6  I  70.8  I      5.1
                     I   3.8  I   1.8  I   9.2  I
                     I   0.7  I   0.7  I   3.6  I
                    -I--------I--------I--------I
                 3.  I    63  I   162  I   152  I      377
   MODERATELY        I  16.7  I  43.0  I  40.3  I     39.7
                     I  34.6  I  40.8  I  41.1  I
                     I   6.6  I  17.1  I  16.0  I
                    -I--------I--------I--------I
                 4.  I   103  I   200  I   152  I      455
   CONSIDERABLY      I  22.6  I  44.0  I  33.4  I     47.9
                     I  56.6  I  50.4  I  41.1  I
                     I  10.9  I  21.1  I  16.0  I
                    -I--------I--------I--------I
                 5.  I     0  I     7  I     9  I       16
   NOT APPLICABLE    I   0.0  I  43.8  I  56.3  I      1.7
                     I   0.0  I   1.8  I   2.4  I
                     I   0.0  I   0.7  I   0.9  I
                    -I--------I--------I--------I
             COLUMN      182      397      370         949
             TOTAL      19.2     41.8     39.0       100.0
```

TABLE F-5
Crosstabulation of National Summary of Parent Committee Perceptions of Improvement of Staff Attitudes Toward Indian Pupils With Density Strata

HORIZONTAL: density strata — see sample design
VERTICAL: perceptions of improvement (no response, negligible — considerably, not applicable) — see Parent Committee Guide, question 28

```
                      DENSITY
              COUNT  I
            ROW PCT  IURBAN     RURAL -   RURAL -     ROW
            COL PCT  I          HIGH      LOW         TOTAL
            TOT PCT  I       1.I       2.I       3.I
PC28         --------I---------I---------I---------I
                 0.  I      9  I     22  I     24  I     55
                     I   16.4  I   40.0  I   43.6  I    5.8
                     I    4.9  I    5.5  I    6.5  I
                     I    0.9  I    2.3  I    2.5  I
                    -I---------I---------I---------I
                 1.  I      1  I      0  I      0  I      1
      NEGLIGIBLE     I  100.0  I    0.0  I    0.0  I    0.1
                     I    0.5  I    0.0  I    0.0  I
                     I    0.1  I    0.0  I    0.0  I
                    -I---------I---------I---------I
                 2.  I     26  I     42  I     34  I    102
      LITTLE         I   25.5  I   41.2  I   33.3  I   10.7
                     I   14.3  I   10.6  I    9.2  I
                     I    2.7  I    4.4  I    3.6  I
                    -I---------I---------I---------I
                 3.  I     80  I    203  I    188  I    471
      MODERATELY     I   17.0  I   43.1  I   39.9  I   49.6
                     I   44.0  I   51.1  I   50.8  I
                     I    8.4  I   21.4  I   19.8  I
                    -I---------I---------I---------I
                 4.  I     58  I    106  I     58  I    222
      CONSIDERABLY   I   26.1  I   47.7  I   26.1  I   23.4
                     I   31.9  I   26.7  I   15.7  I
                     I    6.1  I   11.2  I    6.1  I
                    -I---------I---------I---------I
                 5.  I      8  I     24  I     66  I     98
      NOT APPLICABLE I    8.2  I   24.5  I   67.3  I   10.3
                     I    4.4  I    6.0  I   17.8  I
                     I    0.8  I    2.5  I    7.0  I
                    -I---------I---------I---------I
             COLUMN       182       397       370       949
              TOTAL      19.2      41.8      39.0     100.0
```

TABLE F-6
Crosstabulation of National Summary of Parent Committee Perceptions of Improvement of Peer Attitudes Toward Indian Pupils With Density Strata

HORIZONTAL: density strata — see sample design
VERTICAL: perceptions of improvement (no response, negligible — considerably, not applicable) — see Parent Committee Guide, question 29

```
                          DENSITY
              COUNT     I
              ROW PCT   IURBAN       RURAL -    RURAL -       ROW
              COL PCT   I            HIGH       LOW           TOTAL
              TOT PCT   I       1.I       2.I       3.I
PC29          ---------I---------I---------I---------I
                    0.  I       9 I      30 I      23 I        62
                        I    14.5 I    48.4 I    37.1 I       6.5
                        I     4.9 I     7.6 I     6.2 I
                        I     0.9 I     3.2 I     2.4 I
                       -I---------I---------I---------I
                    1.  I       7 I      16 I      24 I        47
  NEGLIGIBLE            I    14.9 I    34.0 I    51.1 I       5.0
                        I     3.8 I     4.0 I     6.5 I
                        I     0.7 I     1.7 I     2.5 I
                       -I---------I---------I---------I
                    2.  I      46 I      55 I      49 I       150
  LITTLE                I    30.7 I    36.7 I    32.7 I      15.8
                        I    25.3 I    13.9 I    13.2 I
                        I     4.8 I     5.8 I     5.2 I
                       -I---------I---------I---------I
                    3.  I      53 I     159 I     171 I       383
  MODERATELY            I    13.8 I    41.5 I    44.6 I      40.4
                        I    29.1 I    40.1 I    46.2 I
                        I     5.6 I    16.8 I    18.0 I
                       -I---------I---------I---------I
                    4.  I      59 I      95 I      51 I       205
  CONSIDERABLY          I    28.8 I    46.3 I    24.9 I      21.6
                        I    32.4 I    23.9 I    13.8 I
                        I     6.2 I    10.0 I     5.4 I
                       -I---------I---------I---------I
                    5.  I       8 I      42 I      52 I       102
  NOT APPLICABLE        I     7.8 I    41.2 I    51.0 I      10.7
                        I     4.4 I    10.6 I    14.1 I
                        I     0.8 I     4.4 I     5.5 I
                       -I---------I---------I---------I
                 COLUMN       182       397       370         949
                  TOTAL      19.2      41.8      39.0       100.0
```

TABLE G-1
Crosstabulation of National Summary of Parent Committee Perceptions of Effectiveness in Overcoming Academic Difficulties With Grant Size

HORIZONTAL: grant size – see sample design
VERTICAL: perceptions of effectiveness (no response, not effective, somewhat effective – very effective, not applicable) – see Parent Committee Guide, question 24

```
                       GRANT
               COUNT  I
             ROW PCT  IUNDER      $10,000-  OVER           ROW
             COL PCT  I$10,000    $50,000   $50,000        TOTAL
             TOT PCT  I       1.I       2.I       3.I
PC24         --------I--------I---------I---------I
                   0.  I     36  I     14  I      3  I     53
                       I   67.9  I   26.4  I    5.7  I    5.6
                       I   10.5  I    2.8  I    2.9  I
                       I    3.8  I    1.5  I    0.3  I
                      -I--------I---------I---------I
                   2.  I     36  I     49  I      6  I     91
    SOMEWHAT EFFECTI   I   39.6  I   53.8  I    6.6  I    9.6
                       I   10.5  I    9.7  I    5.8  I
                       I    3.8  I    5.2  I    0.6  I
                      -I--------I---------I---------I
                   3.  I    117  I    245  I     52  I    414
    MODERATELY EFFEC   I   28.3  I   59.2  I   12.6  I   43.6
                       I   34.2  I   48.6  I   50.5  I
                       I   12.3  I   25.8  I    5.5  I
                      -I--------I---------I---------I
                   4.  I    117  I    168  I     38  I    323
    VERY EFFECTIVE     I   36.2  I   52.0  I   11.8  I   34.0
                       I   34.2  I   33.3  I   36.9  I
                       I   12.3  I   17.7  I    4.0  I
                      -I--------I---------I---------I
                   5.  I     36  I     28  I      4  I     68
    NOT APPLICABLE     I   52.9  I   41.2  I    5.9  I    7.2
                       I   10.5  I    5.6  I    3.9  I
                       I    3.8  I    3.0  I    0.4  I
                      -I--------I---------I---------I
              COLUMN        342       504       103       949
               TOTAL       36.0      53.1      10.9     100.0
```

TABLE G-2
Crosstabulation of National Summary of Parent Committee Perceptions of Effectiveness in Providing Supplementary Services With Grant Size

HORIZONTAL: grant size — see sample design
VERTICAL: perceptions of effectiveness (no response, not effective, somewhat effective — very effective, not applicable) — see Parent Committee Guide, question 25

```
                            GRANT
                  COUNT   I
                ROW PCT   IUNDER      $10,000-  OVER            ROW
                COL PCT   I$10,000    $50,000   $50,000         TOTAL
                TOT PCT   I       1.I       2.I       3.I
PC25            ----------I---------I---------I---------I
                      0.  I     36  I     21  I      3  I        60
                          I   60.0  I   35.0  I    5.0  I       6.3
                          I   10.5  I    4.2  I    2.9  I
                          I    3.8  I    2.2  I    0.3  I
                         -I---------I---------I---------I
                      1.  I      0  I      7  I      0  I         7
      NOT EFFECTIVE       I    0.0  I  100.0  I    0.0  I       0.7
                          I    0.0  I    1.4  I    0.0  I
                          I    0.0  I    0.7  I    0.0  I
                         -I---------I---------I---------I
                      2.  I      9  I     21  I      5  I        35
      SOMEWHAT EFFECTI    I   25.7  I   60.0  I   14.3  I       3.7
                          I    2.6  I    4.2  I    4.9  I
                          I    0.9  I    2.2  I    0.5  I
                         -I---------I---------I---------I
                      3.  I     99  I    161  I     34  I       294
      MODERATELY EFFEC    I   33.7  I   54.8  I   11.6  I      31.0
                          I   28.9  I   31.9  I   33.0  I
                          I   10.4  I   17.0  I    3.6  I
                         -I---------I---------I---------I
                      4.  I    180  I    266  I     60  I       506
      VERY EFFECTIVE      I   35.6  I   52.6  I   11.9  I      53.3
                          I   52.6  I   52.8  I   58.3  I
                          I   19.0  I   28.0  I    6.3  I
                         -I---------I---------I---------I
                      5.  I     18  I     28  I      1  I        47
      NOT APPLICABLE      I   38.3  I   59.6  I    2.1  I       5.0
                          I    5.3  I    5.6  I    1.0  I
                          I    1.9  I    3.0  I    0.1  I
                         -I---------I---------I---------I
                 COLUMN        342       504       103          949
                  TOTAL       36.0      53.1      10.9        100.0
```

8-28

TABLE G-3
Crosstabulation of National Summary of Parent Committee Perceptions of Improvement in Attitudes Toward School With Grant Size

HORIZONTAL: grant size — see sample design
VERTICAL: perceptions of improvement (no response, no improvement — great improvement, not applicable) — see Parent Committee Guide, question 26

```
                          GRANT
               COUNT    I
               ROW PCT  IUNDER      $10,000-  OVER          ROW
               COL PCT  I$10,000    $50,000   $50,000       TOTAL
               TOT PCT  I       1.I       2.I       3.I
PC26           ---------I---------I---------I---------I
                    0.  I     36  I     21  I      3  I      60
                        I   60.0  I   35.0  I    5.0  I     6.3
                        I   10.5  I    4.2  I    2.9  I
                        I    3.8  I    2.2  I    0.3  I
                       -I---------I---------I---------I
                    1.  I      0  I      7  I      0  I       7
      NO IMPROVEMENT    I    0.0  I  100.0  I    0.0  I     0.7
                        I    0.0  I    1.4  I    0.0  I
                        I    0.0  I    0.7  I    0.0  I
                       -I---------I---------I---------I
                    2.  I     54  I     28  I      4  I      86
      LITTLE IMPROVEME  I   62.8  I   32.6  I    4.7  I     9.1
                        I   15.8  I    5.6  I    3.9  I
                        I    5.7  I    3.0  I    0.4  I
                       -I---------I---------I---------I
                    3.  I    135  I    259  I     54  I     448
      MODERATE IMPROVE  I   30.1  I   57.8  I   12.1  I    47.2
                        I   39.5  I   51.4  I   52.4  I
                        I   14.2  I   27.3  I    5.7  I
                       -I---------I---------I---------I
                    4.  I     99  I    168  I     40  I     307
      GREAT IMPROVEMEN  I   32.2  I   54.7  I   13.0  I    32.3
                        I   28.9  I   33.3  I   38.8  I
                        I   10.4  I   17.7  I    4.2  I
                       -I---------I---------I---------I
                    5.  I     18  I     21  I      2  I      41
      NOT APPLICABLE    I   43.9  I   51.2  I    4.9  I     4.3
                        I    5.3  I    4.2  I    1.9  I
                        I    1.9  I    2.2  I    0.2  I
                       -I---------I---------I---------I
                COLUMN       342       504       103        949
                 TOTAL      36.0      53.1      10.9      100.0
```

TABLE G-4

Crosstabulation of National Summary of Parent Committee Perceptions of Improvement in Self-Concept With Grant Size

HORIZONTAL: grant size – see sample design

VERTICAL: perceptions of improvement (no response, negligible – considerably, not applicable) – see Parent Committee Guide, question 27

```
                          GRANT
               COUNT   I
               ROW PCT IUNDER      $10,000-  OVER           ROW
               COL PCT I$10,000    $50,000   $50,000        TOTAL
               TOT PCT I       1.I       2.I       3.I
PC27           --------I---------I---------I---------I
                    0. I    36   I    14   I     3   I        53
                       I  67.9   I  26.4   I   5.7   I       5.6
                       I  10.5   I   2.8   I   2.9   I
                       I   3.8   I   1.5   I   0.3   I
                      -I---------I---------I---------I
                    2. I    27   I    21   I     0   I        48
      LITTLE           I  56.3   I  43.8   I   0.0   I       5.1
                       I   7.9   I   4.2   I   0.0   I
                       I   2.8   I   2.2   I   0.0   I
                      -I---------I---------I---------I
                    3. I   144   I   196   I    37   I       377
      MODERATELY       I  38.2   I  52.0   I   9.8   I      39.7
                       I  42.1   I  38.9   I  35.9   I
                       I  15.2   I  20.7   I   3.9   I
                      -I---------I---------I---------I
                    4. I   126   I   266   I    63   I       455
      CONSIDERABLY     I  27.7   I  58.5   I  13.8   I      47.9
                       I  36.8   I  52.8   I  61.2   I
                       I  13.3   I  28.0   I   6.6   I
                      -I---------I---------I---------I
                    5. I     9   I     7   I     0   I        16
      NOT APPLICABLE   I  56.3   I  43.8   I   0.0   I       1.7
                       I   2.6   I   1.4   I   0.0   I
                       I   0.9   I   0.7   I   0.0   I
                      -I---------I---------I---------I
                COLUMN     342       504       103           949
                 TOTAL    36.0      53.1      10.9         100.0
```

TABLE G-5

Crosstabulation of National Summary of Parent Committee Perceptions of Improvement in Staff Attitudes Toward Indian Pupils With Grant Size

HORIZONTAL: grant size — see sample design
VERTICAL: perceptions of improvement (no response, negligible — considerably, not applicable) — see Parent Committee Guide, question 28

```
                           GRANT
                 COUNT   I
                 ROW PCT IUNDER     $10,000-  OVER               ROW
                 COL PCT I$10,000   $50,000   $50,000           TOTAL
                 TOT PCT I       1.I       2.I       3.I
PC28             --------I---------I---------I---------I
                       0. I    36   I    14   I     5   I        55
                          I  65.5   I  25.5   I   9.1   I       5.8
                          I  10.5   I   2.8   I   4.9   I
                          I   3.8   I   1.5   I   0.5   I
                         -I---------I---------I---------I
                       1. I     0   I     0   I     1   I         1
      NEGLIGIBLE          I   0.0   I   0.0   I 100.0   I       0.1
                          I   0.0   I   0.0   I   1.0   I
                          I   0.0   I   0.0   I   0.1   I
                         -I---------I---------I---------I
                       2. I    45   I    49   I     8   I       102
      LITTLE              I  44.1   I  48.0   I   7.8   I      10.7
                          I  13.2   I   9.7   I   7.8   I
                          I   4.7   I   5.2   I   0.8   I
                         -I---------I---------I---------I
                       3. I   162   I   259   I    50   I       471
      MODERATELY          I  34.4   I  55.0   I  10.6   I      49.6
                          I  47.4   I  51.4   I  48.5   I
                          I  17.1   I  27.3   I   5.3   I
                         -I---------I---------I---------I
                       4. I    45   I   140   I    37   I       222
      CONSIDERABLY        I  20.3   I  63.1   I  16.7   I      23.4
                          I  13.2   I  27.8   I  35.9   I
                          I   4.7   I  14.8   I   3.9   I
                         -I---------I---------I---------I
                       5. I    54   I    42   I     2   I        98
      NOT APPLICABLE      I  55.1   I  42.9   I   2.0   I      10.3
                          I  15.8   I   8.3   I   1.9   I
                          I   5.7   I   4.4   I   0.2   I
                         -I---------I---------I---------I
                   COLUMN     342       504       103           949
                    TOTAL    36.0      53.1      10.9         100.0
```

TABLE G-6

Crosstabulation of National Summary of Parent Committee Perceptions of Improvement of Peer Attitudes Toward Indian Pupils With Grant Size

HORIZONTAL: grant size — see sample design
VERTICAL: perceptions of improvement (no response, negligible — considerably, not applicable) — see Parent Committee Guide, question 29

```
                     GRANT
          COUNT    I
          ROW PCT  IUNDER       $10,000-  OVER          ROW
          COL PCT  I$10,000     $50,000   $50,000       TOTAL
          TOT PCT  I       1.I       2.I       3.I
PC29      ---------I---------I---------I---------I
               0.  I     45  I     14  I      3  I      62
                   I   72.6  I   22.6  I    4.8  I     6.5
                   I   13.2  I    2.8  I    2.9  I
                   I    4.7  I    1.5  I    0.3  I
                  -I---------I---------I---------I
               1.  I      9  I     35  I      3  I      47
    NEGLIGIBLE     I   19.1  I   74.5  I    6.4  I     5.0
                   I    2.6  I    6.9  I    2.9  I
                   I    0.9  I    3.7  I    0.3  I
                  -I---------I---------I---------I
               2.  I     36  I     91  I     23  I     150
    LITTLE         I   24.0  I   60.7  I   15.3  I    15.8
                   I   10.5  I   18.1  I   22.3  I
                   I    3.8  I    9.6  I    2.4  I
                  -I---------I---------I---------I
               3.  I    144  I    196  I     43  I     383
    MODERATELY     I   37.6  I   51.2  I   11.2  I    40.4
                   I   42.1  I   38.9  I   41.7  I
                   I   15.2  I   20.7  I    4.5  I
                  -I---------I---------I---------I
               4.  I     45  I    133  I     27  I     205
    CONSIDERABLY   I   22.0  I   64.9  I   13.2  I    21.6
                   I   13.2  I   26.4  I   26.2  I
                   I    4.7  I   14.0  I    2.8  I
                  -I---------I---------I---------I
               5.  I     63  I     35  I      4  I     102
    NOT APPLICABLE I   61.8  I   34.3  I    3.9  I    10.7
                   I   18.4  I    6.9  I    3.9  I
                   I    6.6  I    3.7  I    0.4  I
                  -I---------I---------I---------I
          COLUMN        342       504       103         949
           TOTAL       36.0      53.1      10.9       100.0
```

TABLE H-1
Crosstabulation of National Summary of Parent Committee Perceptions of Effectiveness in Overcoming Academic Difficulties With Per Pupil Expenditure

HORIZONTAL: per pupil expenditure (no response, $1–500, $500–1000, $1000–1500, $1500–2000, above $2000)
VERTICAL: perceptions of effectiveness (no response, not effective, somewhat effective – very effective, not applicable) – see Parent Committee Guide, question 24

```
                    PPEXP
          COUNT   I
          ROW PCT I            1 TO      500 TO    1000 TO   1500 TO   ABOVE          ROW
          COL PCT I            500       1000      1500      2000      2000           TOTAL
          TOT PCT I        0.I       1.I       2.I       3.I       4.I       5.I
PC24      --------I---------I---------I---------I---------I---------I---------I
             0.   I    26   I     0   I     0   I    17   I     0   I    10   I      53
                  I  49.1   I   0.0   I   0.0   I  32.1   I   0.0   I  18.9   I     5.6
                  I  19.1   I   0.0   I   0.0   I   6.7   I   0.0   I   6.2   I
                  I   2.7   I   0.0   I   0.0   I   1.8   I   0.0   I   1.1   I
                 -I---------I---------I---------I---------I---------I---------I
             2.   I    15   I     0   I     0   I    26   I    40   I    10   I      91
  SOMEWHAT EFFECTI I  16.5   I   0.0   I   0.0   I  28.6   I  44.0   I  11.0   I     9.6
                  I  11.0   I   0.0   I   0.0   I  10.3   I  12.0   I   6.2   I
                  I   1.6   I   0.0   I   0.0   I   2.7   I   4.2   I   1.1   I
                 -I---------I---------I---------I---------I---------I---------I
             3.   I    43   I     8   I    36   I   118   I   128   I    81   I     414
  MODERATELY EFFEC I  10.4   I   1.9   I   8.7   I  28.5   I  30.9   I  19.6   I    43.6
                  I  31.6   I 100.0   I  61.0   I  46.8   I  38.4   I  50.3   I
                  I   4.5   I   0.8   I   3.8   I  12.4   I  13.5   I   8.5   I
                 -I---------I---------I---------I---------I---------I---------I
             4.   I    36   I     0   I    23   I    74   I   148   I    42   I     323
  VERY EFFECTIVE  I  11.1   I   0.0   I   7.1   I  22.9   I  45.8   I  13.0   I    34.0
                  I  26.5   I   0.0   I  39.0   I  29.4   I  44.4   I  26.1   I
                  I   3.8   I   0.0   I   2.4   I   7.8   I  15.6   I   4.4   I
                 -I---------I---------I---------I---------I---------I---------I
             5.   I    16   I     0   I     0   I    17   I    17   I    18   I      68
  NOT APPLICABLE  I  23.5   I   0.0   I   0.0   I  25.0   I  25.0   I  26.5   I     7.2
                  I  11.8   I   0.0   I   0.0   I   6.7   I   5.1   I  11.2   I
                  I   1.7   I   0.0   I   0.0   I   1.8   I   1.8   I   1.9   I
                 -I---------I---------I---------I---------I---------I---------I
           COLUMN      136          8        59       252       333       161        949
           TOTAL      14.3        0.8       6.2      26.6      35.1      17.0      100.0
```

TABLE H-2

Crosstabulation of National Summary of Parent Committee Perceptions of Effectiveness in Providing Supplementary Services With Per Pupil Expenditure

HORIZONTAL: per pupil expenditure (no response, $1–500, $500–1000, $1000–1500, $1500–2000 above $2000)
VERTICAL: perceptions of effectiveness (no response, not effective, somewhat effective – very effective, not applicable) – see Parent Committee Guide, question 25

```
                     PPEXP
           COUNT   I
          ROW PCT  I             1 TO      500 TO    1000 TO   1500 TO   ABOVE          ROW
          COL PCT  I             500       1000      1500      2000      2000          TOTAL
          TOT PCT  I       0.I       1.I       2.I       3.I       4.I       5.I
PC25      ---------I---------I---------I---------I---------I---------I---------I
              0.   I    26   I     0   I     0   I    24   I     0   I    10   I       60
                   I  43.3   I   0.0   I   0.0   I  40.0   I   0.0   I  16.7   I      6.3
                   I  19.1   I   0.0   I   0.0   I   9.5   I   0.0   I   6.2   I
                   I   2.7   I   0.0   I   0.0   I   2.5   I   0.0   I   1.1   I
                  -I---------I---------I---------I---------I---------I---------I
              1.   I     0   I     0   I     0   I     7   I     0   I     0   I        7
  NOT EFFECTIVE    I   0.0   I   0.0   I   0.0   I 100.0   I   0.0   I   0.0   I      0.7
                   I   0.0   I   0.0   I   0.0   I   2.8   I   0.0   I   0.0   I
                   I   0.0   I   0.0   I   0.0   I   0.7   I   0.0   I   0.0   I
                  -I---------I---------I---------I---------I---------I---------I
              2.   I    15   I     0   I     0   I     0   I    19   I     1   I       35
  SOMEWHAT EFFECTI I  42.9   I   0.0   I   0.0   I   0.0   I  54.3   I   2.9   I      3.7
                   I  11.0   I   0.0   I   0.0   I   0.0   I   5.7   I   0.6   I
                   I   1.6   I   0.0   I   0.0   I   0.0   I   2.0   I   0.1   I
                  -I---------I---------I---------I---------I---------I---------I
              3.   I    29   I     1   I    16   I    69   I   101   I    78   I      294
  MODERATELY EFFEC I   9.9   I   0.3   I   5.4   I  23.5   I  34.4   I  26.5   I     31.0
                   I  21.3   I  12.5   I  27.1   I  27.4   I  30.3   I  48.4   I
                   I   3.1   I   0.1   I   1.7   I   7.3   I  10.6   I   8.2   I
                  -I---------I---------I---------I---------I---------I---------I
              4.   I    66   I     7   I    36   I   129   I   196   I    72   I      506
  VERY EFFECTIVE   I  13.0   I   1.4   I   7.1   I  25.5   I  38.7   I  14.2   I     53.3
                   I  48.5   I  87.5   I  61.0   I  51.2   I  58.9   I  44.7   I
                   I   7.0   I   0.7   I   3.8   I  13.6   I  20.7   I   7.6   I
                  -I---------I---------I---------I---------I---------I---------I
              5.   I     0   I     0   I     7   I    23   I    17   I     0   I       47
  NOT APPLICABLE   I   0.0   I   0.0   I  14.9   I  48.9   I  36.2   I   0.0   I      5.0
                   I   0.0   I   0.0   I  11.9   I   9.1   I   5.1   I   0.0   I
                   I   0.0   I   0.0   I   0.7   I   2.4   I   1.8   I   0.0   I
                  -I---------I---------I---------I---------I---------I---------I
           COLUMN      136         8        59       252       333       161          949
            TOTAL     14.3       0.8       6.2      26.6      35.1      17.0        100.0
```

TABLE H-3

Crosstabulation of National Summary of Parent Committee Perceptions of Improvement in Attitudes Toward School With Per Pupil Expenditure

HORIZONTAL: per pupil expenditure (no response, $1–500, $500–1000, $1000–1500, $1500–2000, above $2000)
VERTICAL: perceptions of improvement (no response, negligible – considerable, not applicable) – see Parent Committee Guide, question 26

```
                    PPEXP
        COUNT     I
        ROW PCT   I            1 TO     500 TO   1000 TO   1500 TO   ABOVE         ROW
        COL PCT   I            500      1000     1500      2000      2000          TOTAL
        TOT PCT   I       0.I      1.I      2.I      3.I      4.I      5.I
PC26     ---------I--------I--------I--------I--------I--------I--------I
            0.    I    26  I     0  I     0  I    24  I     0  I    10  I       60
                  I  43.3  I   0.0  I   0.0  I  40.0  I   0.0  I  16.7  I      6.3
                  I  19.1  I   0.0  I   0.0  I   9.5  I   0.0  I   6.2  I
                  I   2.7  I   0.0  I   0.0  I   2.5  I   0.0  I   1.1  I
                 -I--------I--------I--------I--------I--------I--------I
            1.    I     7  I     0  I     0  I     0  I     0  I     0  I        7
  NO IMPROVEMENT  I 100.0  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I      0.7
                  I   5.1  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I
                  I   0.7  I   0.0  I   0.0  I   0.0  I   0.0  I   0.0  I
                 -I--------I--------I--------I--------I--------I--------I
            2.    I     7  I     0  I     0  I    25  I    52  I     2  I       86
  LITTLE IMPROVEMEI   8.1  I   0.0  I   0.0  I  29.1  I  60.5  I   2.3  I      9.1
                  I   5.1  I   0.0  I   0.0  I   9.9  I  15.6  I   1.2  I
                  I   0.7  I   0.0  I   0.0  I   2.6  I   5.5  I   0.2  I
                 -I--------I--------I--------I--------I--------I--------I
            3.    I    74  I     8  I     8  I   118  I   142  I    98  I      448
  MODERATE IMPROVEI  16.5  I   1.8  I   1.8  I  26.3  I  31.7  I  21.9  I     47.2
                  I  54.4  I 100.0  I  13.6  I  46.8  I  42.6  I  60.9  I
                  I   7.8  I   0.8  I   0.8  I  12.4  I  15.0  I  10.3  I
                 -I--------I--------I--------I--------I--------I--------I
            4.    I    21  I     0  I    44  I    76  I   129  I    37  I      307
  GREAT IMPROVEMENI   6.8  I   0.0  I  14.3  I  24.8  I  42.0  I  12.1  I     32.3
                  I  15.4  I   0.0  I  74.6  I  30.2  I  38.7  I  23.0  I
                  I   2.2  I   0.0  I   4.6  I   8.0  I  13.6  I   3.9  I
                 -I--------I--------I--------I--------I--------I--------I
            5.    I     1  I     0  I     7  I     9  I    10  I    14  I       41
  NOT APPLICABLE  I   2.4  I   0.0  I  17.1  I  22.0  I  24.4  I  34.1  I      4.3
                  I   0.7  I   0.0  I  11.9  I   3.6  I   3.0  I   8.7  I
                  I   0.1  I   0.0  I   0.7  I   0.9  I   1.1  I   1.5  I
                 -I--------I--------I--------I--------I--------I--------I
        COLUMN        136        8       59      252      333      161         949
        TOTAL        14.3      0.8      6.2     26.6     35.1     17.0       100.0
```

TABLE H-4
Crosstabulation of National Summary of Parent Committee Perceptions of Improvement in Self-Concept With Per Pupil Expenditure

HORIZONTAL: per pupil expenditure (no response, $1–500, $500–1000, $1000–1500, $1500–2000, above $2000)
VERTICAL: perceptions of improvement (no response, negligible – considerably, not applicable) – see Parent Committee Guide, question 27

```
                      PPEXP
             COUNT I
           ROW PCT I                 1 TO     500 TO   1000 TO   1500 TO   ABOVE           ROW
           COL PCT I                 500      1000     1500      2000      2000           TOTAL
           TOT PCT I       0.I       1.I       2.I       3.I       4.I       5.I
PC27       --------I---------I---------I---------I---------I---------I---------I
                0. I    26   I     0   I     0   I    17   I     0   I    10   I      53
                   I  49.1   I   0.0   I   0.0   I  32.1   I   0.0   I  18.9   I     5.6
                   I  19.1   I   0.0   I   0.0   I   6.7   I   0.0   I   6.2   I
                   I   2.7   I   0.0   I   0.0   I   1.8   I   0.0   I   1.1   I
                  -I---------I---------I---------I---------I---------I---------I
                2. I     7   I     0   I     0   I    23   I    18   I     0   I      48
   LITTLE          I  14.6   I   0.0   I   0.0   I  47.9   I  37.5   I   0.0   I     5.1
                   I   5.1   I   0.0   I   0.0   I   9.1   I   5.4   I   0.0   I
                   I   0.7   I   0.0   I   0.0   I   2.4   I   1.9   I   0.0   I
                  -I---------I---------I---------I---------I---------I---------I
                3. I    60   I     1   I     8   I    79   I   146   I    83   I     377
   MODERATELY      I  15.9   I   0.3   I   2.1   I  21.0   I  38.7   I  22.0   I    39.7
                   I  44.1   I  12.5   I  13.6   I  31.3   I  43.8   I  51.6   I
                   I   6.3   I   0.1   I   0.8   I   8.3   I  15.4   I   8.7   I
                  -I---------I---------I---------I---------I---------I---------I
                4. I    43   I     7   I    44   I   133   I   160   I    68   I     455
   CONSIDERABLY    I   9.5   I   1.5   I   9.7   I  29.2   I  35.2   I  14.9   I    47.9
                   I  31.6   I  87.5   I  74.6   I  52.8   I  48.0   I  42.2   I
                   I   4.5   I   0.7   I   4.6   I  14.0   I  16.9   I   7.2   I
                  -I---------I---------I---------I---------I---------I---------I
                5. I     0   I     0   I     7   I     0   I     9   I     0   I      16
   NOT APPLICABLE  I   0.0   I   0.0   I  43.8   I   0.0   I  56.3   I   0.0   I     1.7
                   I   0.0   I   0.0   I  11.9   I   0.0   I   2.7   I   0.0   I
                   I   0.0   I   0.0   I   0.7   I   0.0   I   0.9   I   0.0   I
                  -I---------I---------I---------I---------I---------I---------I
            COLUMN     136         8        59       252       333       161         949
             TOTAL    14.3       0.8       6.2      26.6      35.1      17.0       100.0
```

TABLE H-5

Crosstabulation of National Summary of Parent Committee Perceptions of Improvement in Staff Attitudes Toward Indian Pupils With Per Pupil Expenditure

HORIZONTAL: per pupil expenditure (no response, $1–500, $500–1000, $1000–1500, $1500–2000, above $2000)
VERTICAL: perceptions of improvement (no response, negligible – considerably, not applicable) – see Parent Committee Guide, question 28

PC28	PPEXP COUNT ROW PCT COL PCT TOT PCT	0.	1 TO 500 1.	500 TO 1000 2.	1000 TO 1500 3.	1500 TO 2000 4.	ABOVE 2000 5.	ROW TOTAL
	0.	26 47.3 19.1 2.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	18 32.7 7.1 1.9	0 0.0 0.0 0.0	11 20.0 6.8 1.2	55 5.8
NEGLIGIBLE	1.	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 0.6 0.1	1 0.1
LITTLE	2.	8 7.8 5.9 0.8	0 0.0 0.0 0.0	0 0.0 0.0 0.0	31 30.4 12.3 3.3	59 57.8 17.7 6.2	4 3.9 2.5 0.4	102 10.7
MODERATELY	3.	60 12.7 44.1 6.3	1 0.2 12.5 0.1	14 3.0 23.7 1.5	127 27.0 50.4 13.4	173 36.7 52.0 18.2	96 20.4 59.6 10.1	471 49.6
CONSIDERABLY	4.	27 12.2 19.9 2.8	7 3.2 87.5 0.7	37 16.7 62.7 3.9	58 26.1 23.0 6.1	51 23.0 15.3 5.4	42 18.9 26.1 4.4	222 23.4
NOT APPLICABLE	5.	15 15.3 11.0 1.6	0 0.0 0.0 0.0	8 8.2 13.6 0.8	18 18.4 7.1 1.9	50 51.0 15.0 5.3	7 7.1 4.3 0.7	98 10.3
	COLUMN TOTAL	136 14.3	8 0.8	59 6.2	252 26.6	333 35.1	161 17.0	949 100.0

TABLE H-6
Crosstabulation of National Summary of Parent Committee Perceptions of Improvement in Peer Attitudes Toward Indian Pupils With Per Pupil Expenditure

HORIZONTAL: per pupil expenditure (no response, $1–500, $500–1000, $1000–1500, $1500–2000, above $2000)
VERTICAL: perceptions of improvement (no response, negligible – considerably, not applicable) – see Parent Committee Guide, question 29

```
                   PPEXP
          COUNT   I
        ROW PCT   I                 1 TO      500 TO     1000 TO    1500 TO    ABOVE           ROW
        COL PCT   I                 500       1000       1500       2000       2000            TOTAL
        TOT PCT   I        0.I        1.I        2.I        3.I        4.I        5.I
PC29     --------I---------I----------I----------I----------I----------I----------I
             0.   I    26   I      0    I      0    I     17   I      0   I     19   I     62
                  I  41.9   I    0.0    I    0.0    I   27.4   I    0.0   I   30.6   I    6.5
                  I  19.1   I    0.0    I    0.0    I    6.7   I    0.0   I   11.8   I
                  I   2.7   I    0.0    I    0.0    I    1.8   I    0.0   I    2.0   I
                 -I---------I----------I----------I----------I----------I----------I
             1.   I     7   I      0    I      1    I     14   I     24   I      1   I     47
   NEGLIGIBLE     I  14.9   I    0.0    I    2.1    I   29.8   I   51.1   I    2.1   I    5.0
                  I   5.1   I    0.0    I    1.7    I    5.6   I    7.2   I    0.6   I
                  I   0.7   I    0.0    I    0.1    I    1.5   I    2.5   I    0.1   I
                 -I---------I----------I----------I----------I----------I----------I
             2.   I    17   I      0    I      1    I     58   I     52   I     22   I    150
   LITTLE         I  11.3   I    0.0    I    0.7    I   38.7   I   34.7   I   14.7   I   15.8
                  I  12.5   I    0.0    I    1.7    I   23.0   I   15.6   I   13.7   I
                  I   1.8   I    0.0    I    0.1    I    6.1   I    5.5   I    2.3   I
                 -I---------I----------I----------I----------I----------I----------I
             3.   I    40   I      0    I     28    I     89   I    166   I     60   I    383
   MODERATELY     I  10.4   I    0.0    I    7.3    I   23.2   I   43.3   I   15.7   I   40.4
                  I  29.4   I    0.0    I   47.5    I   35.3   I   49.8   I   37.3   I
                  I   4.2   I    0.0    I    3.0    I    9.4   I   17.5   I    6.3   I
                 -I---------I----------I----------I----------I----------I----------I
             4.   I    16   I      8    I     22    I     55   I     46   I     58   I    205
   CONSIDERABLY   I   7.8   I    3.9    I   10.7    I   26.8   I   22.4   I   28.3   I   21.6
                  I  11.8   I  100.0    I   37.3    I   21.8   I   13.8   I   36.0   I
                  I   1.7   I    0.8    I    2.3    I    5.8   I    4.8   I    6.1   I
                 -I---------I----------I----------I----------I----------I----------I
             5.   I    30   I      0    I      7    I     19   I     45   I      1   I    102
   NOT APPLICABLE I  29.4   I    0.0    I    6.9    I   18.6   I   44.1   I    1.0   I   10.7
                  I  22.1   I    0.0    I   11.9    I    7.5   I   13.5   I    0.6   I
                  I   3.2   I    0.0    I    0.7    I    2.0   I    4.7   I    0.1   I
                 -I---------I----------I----------I----------I----------I----------I
          COLUMN      136         8          59         252        333        161          949
          TOTAL      14.3       0.8         6.2        26.6       35.1       17.0        100.0
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APPENDIX C

A NATIONAL EVALUATION SURVEY OF PROJECTS FUNDED UNDER TITLE IV, PART A OF THE INDIAN EDUCATION ACT OF 1972

LEGISLATIVE LITERATURE REVIEW

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LEGISLATIVE LITERATURE REVIEW

A. Introduction

Throughout the history of Indian affairs each major policy period has generated its share of legislative materials and studies on Indian policy and administration. As early as 1824, the Secretary of War Calhoun commissioned the Reverend Jedidiah Morse to conduct a survey on Indian people in order to determine how monies appropriated under the Civilization Fund might best be expended. Consonant with the recommendations of the Rev. Morse and others, from 1830 to the end of the century numerous statutes were enacted and treaties were entered into to insure the cession of lands by tribes and their removal to territory west of the Mississippi River.

Each policy period and its component legislation had both supporters and detractors who actively pressured the Congress to espouse their views on administration of Indian affairs. For the period of Grant's presidency, for example, there were numerous draft bills and legislative reports submitted to the Congress by private interest groups working on behalf of Indians. Various denominational groups lobbied actively to gain control over Indian education in particular geographic areas of the country. As a part of their lobbying efforts, reports were prepared and submitted to the Congress in support of their proposed legislation.[1]

Although these trends can be traced throughout Indian history, the twentieth century can be classified as the era during which effort has been made to conduct in-depth studies of Indian affairs based on accepted social science principles. In 1928, for example, Lewis Meriam of the Institute For Government Research completed a comprehensive study of Indian affairs. This study focused on eight broad areas of Indian administration: (1) A General Policy for Indian Affairs, (2) Health, (3) Education, (4) General Economic Conditions, (5) Family and Community Life and the Activities of Women, (6) The Migrated Indians, (7) The Legal Aspects of the Indian Problem, and (8) The Missionary Activities among the Indians.[2]

For nearly a half a century, the criticisms of the Meriam report were cited but unheeded. Ancillary to the government's broader policy of assimulation, Indians were placed on allotments, made citizens of the United States, and finally terminated in their federal trust relationship during the 1950's. Statistics on health problems, educational level, and social-economic level made it clear, however, that none of these measures had enabled the Indian

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[1] Cf. Senate Executive Document No. 1, 32 Cong. 2 Sess. (1852-53), pp. 385-86;
House Executive Document No. 2, 32 Cong. 1 Sess. (1851-52), pp. 278-84;
Senate Executive Document No. 2, 36 Cong. 1 Sess. (1859-60), pp. 451-52;
Senate Executive Document No. 37, 41 Cong. 3rd Sess.

[2] Meriam and Associates, The Problem of Indian Administration, Institute for Government Research (Washington, D. C., 1928).

"to take a place in mainstream society."

By the 1960's there was a perceptible shift in general social policy at the national level. The early school desegregation cases and the civil rights movement caused the government to refocus its attention on the needs and rights of the socially and economically disadvantaged. Momentum began to build for the legislation of broad social policies such as the "war on poverty" of the Johnson administration. Indian affairs emerged as an area of particular interest and public concern at this time.

Thus, from the mid-1960's through the early 1970's, numerous studies were conducted to identify the problems and needs of American Indians. Ironically, these studies often reiterated the issues and recommendations touched upon in the Meriam Report. However, since the publication of the Meriam Report, the federal government had assumed a more visible role in public education. Thus, the major studies are worth reviewing in order to trace those problems and needs of Indian people that have persisted despite various shifts in federal Indian policy.

The following charts provide an overview of issues and recommendations presented in selected major studies on Indian education. By no means definitive, the list includes both congressional and executive agency studies with particular emphasis on those conducted following the hearings of the Kennedy select subcommittee on Indian education in 1969.

Selected National Studies on Indian Education:

1928 - 1975

Issues and Recommendations

	Meriam - 1928[3]	Brophy-Aberle - 1966[4]	Kennedy - 1969[5]	Havighurst - 1970[6]	NAACP - 1971[7]	ACKCO - 1974[8]
Alcoholism:						
- Need for comprehensive attack including medical services and educational efforts.	X		X			
Attendance:						
- Need for school social workers to improve attendance.	X					
- Need for parental involvement to insure attendance.		X				
Bureau of Indian Affairs:						
- Need for USOE/BIA to develop and implement a standardized accounting and reporting system, contracting procedures.				X	X	X
- Need for monitoring of area offices to insure expenditure of JOM funds.						X
- Need for development of plans to improve monitoring of BIA educational programs.			X			X
- Need for administrative reorganization of BIA, particularly educational services.			X			
- Need to increase the consultant staff for education.	X		X			
- Need to implement procedure for more equitable distribution of funds.						X
- Need for clear program guidelines and regulations.						X

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[3] Meriam and Associates, The Problems of Indian Administration, Institute for Government Research (Washington, D.C., 1928).

[4] Brophy and Aberle, The Indian: America's Unfinished Business. Norman: University of Oklahoma Press, 1966.

[5] Senate Report No. 91-501, "Indian Education: A National Tragedy -- A National Challenge", U.S. Government Printing Office, 1969.

Bureau of Indian Affairs: (Continued)	Meriam - 1928	Brophy-Aberle - 1966	Kennedy - 1969	Havighurst - 1970	NAACP - 1971	ACKCO - 1974
- Need for effective information collection procedures, including input from the Indian community.					X	X
- Need to establish planning and evaluation procedures.	X		X			
Census:						
- Need for an accurate enumeration of Indian children.		X				
Community Schools:						
- Need to target federal educational funds to develop tribal educational institutions.						X
Counselling:						
- Need for improved counselling for Indian families.		X	X	X		
- Need to expand counselling services in areas of special education, psychological services.			X	X		
Curriculum:						
- Need for relevant, responsive curriculum, e.g. Indian studies, career development.	X	X	X	X	X	X
- Need for language instruction programs that reflect the needs of bilingual/bicultural pupils, e.g. intensive English language courses, Indian language instruction.	X	X	X	X	X	
- Need to provide funding for research and development of curricular materials.			X			

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[6] Havighurst: The National Study of American Indian Education. Washington, D.C., 1970.

[7] NAACP Legal Defense and Education Fund, "An Even Chance," Cambridge, Mass., 1971.

[8] ACKCO, "So That All Indian Children Will Have Equal Educational Opportunity," USOE-BIA Joint Study, Washington, D.C., 1974.

	Meriam - 1928	Brophy-Aberle - 1966	Kennedy - 1969	Havighurst - 1970	NAACP - 1971	ACKCO - 1974
Department of Health, Education, Welfare						
- Need for joint planning with Department of Interior, National Council on Indian Opportunity to insure quality education for Indians.			X			
Discrimination:						
- BIA should deal with discrimination against Indian children.		X				
- Need to investigate discrimination against Indian children in schools receiving federal funds intended to benefit educationally disadvantaged children generally or Indian children specifically.			X			
Finance:						
- Inadequacy of funding, present funding structure and administration.	X		X	X	X	X
- Need to allocate cost of Indian education among local, state, and federal sources.	X					X
Health Education:						
- Need to develop health education program for elementary and secondary schools educating Indians.			X			
- Need to increase community control of educational programs.		X	X	X	X	X
Indian Control:						
- Need to make Indian tribes and communities eligible for educational contracting.			X		X	
- Indian preference.	X					
- Need for national Indian advisory body on policy formation and administration of Indian education.			X			

	Meriam - 1928	Brophy-Aberle - 1966	Kennedy - 1969	Havighurst - 1970	NAACP - 1971	ACKCO - 1974
Indian Control: (Continued)						
- Role of parent advisory committee.						X
Legislation:						
- Need to amend existing legislation to provide increased educational services to Indians.			X			
- Need for a comprehensive Indian Education Act.			X			X
- Need to provide working definition, criteria for "basic education", including guidelines for equalization.						X
Local Educational Agencies:						
- Need for increased co-ordination of federal programs.						X
- Need for program evaluation, implementation of program findings.						X
- Need for technical assistance.						X
- Need for improved coordination with parent advisory groups.						X
Management:						
- Need for clarification of duties of each level of management.						X
Mental Health:						
- Need to improve school environment and practices at BIA schools, e.g. teaching methods.	X		X			

	Meriam - 1928	Brophy-Aberle - 1966	Kennedy - 1969	Havighurst - 1970	NAACP - 1971	ACKCO - 1974
National Goals:						
- Adequate basic education program.						X
- Definition of goals of Indian Education.	X					X
- Maximum Indian participation in development of exemplary programs.			X	X		
- Comprehensive educational services that insure responsive, qualitative education.		X	X			X
Nutrition:						
- Need to develop health education programs that identify and diagnose nutrition problems, encourage nutrition education.			X			
- Need to conduct nutritional surveys to assess the nutritional needs of Indian children.			X		X	
- Need for school lunch programs for Indian children.			X	X	X	
Office of Education:						
- Need to standardize its accounting methods with other agencies providing educational services to Indians.						X
- Need to cooperate in the development of standards for basic educational programs.						X
- Need to take a stronger role in coordinating, interpreting, and implementing legislation under its administration.					X	X
- Need for increased co-ordination, cooperation with BIA.						X
- Need for improved data compilation on Indian students.						X

	Meriam - 1928	Brophy-Aberle - 1966	Kennedy - 1969	Havighurst - 1970	NAACP - 1971	ACKCO - 1974
Parent Advisory Committees:						
- Need to coordinate PAC's for the various federal programs.						X
- Need to redefine, increase scope of role of PAC, Indian parents.	X	X	X	X		
- Need for technical assistance to PAC's.						X
Public Schools:						
- Need to develop programs that are responsive to the needs of Indian people and insure fiscal accountability.			X	X		
- Need to insure minimum qualitative standards are met by schools educating Indians.		X				
School buildings:						
- Reflection of Indian life and arts in building decor.				X		
- Need to modernize buildings.	X					
- Need for a BIA superintendant of schools responsible for facilities, personnel.			X			
Teachers and Administrators:						
- Need for in-service training, preparation and on-going assistance for teachers of Indian children.	X	X	X	X		X
- Need for Native American educational personnel.			X			
- Need for recruitment practices that attract competent personnel to schools serving Indian pupils.	X	X		X		

	Meriam - 1928	Brophy-Aberle - 1966	Kennedy - 1969	Havighurst - 1970	NAACP - 1971	ACKCO - 1974
Urban School Systems:						
- Need to recognize the unique needs of urban Indians and to determine how they can best be met.				X	X	X
Vocational Education:						
- Need to increase services to Indians under existing Vocational education programs.			X			
- Need to broden range of occupations taught Indians.	X					
- Need to review existing Indian manpower programs.			X			
- Need to develop, actively promote vocational education programs.	X		X	X		
Educational Programs Serving Indians:						
Johnson-O'Malley:						
- Need to provide technical assistance in development of JOM programs.			X			
- Need for revision of JOM criteria, regulations, administration.			X		X	X
- Need to insure expenditure of funds for supplemental services.			X		X	X
- Increased involvement of Indian people in administration of JOM funds, e.g. contracting with tribes, communities and funding through parent advisory committees.			X	X		X
- Need to use JOM funds for development of Native American Studies curriculum.			X		X	
- Need for forward funding.						X
- Need for adequate funding of JOM.				X	X	

	Meriam - 1928	Brophy-Aberle - 1966	Kennedy - 1969	Havighurst - 1970	NAACP - 1971	ACKCO - 1974
Impact Aid: P.L. 874						
- Need to insure equitable distribution of funds locally.					X	
- Need for operational plans, monitoring and technical assitance from regional offices.						X
- Use of funds to insure an adequate basic education is recommended.						X
- Need to amend law re: categories of eligible children, computation of funds.				X		X
- Need for forward funding and adequate level of funding.			X		X	
Impact Aid: P.L. 815						
- Need for more adequate funding.			X			
- Need to equalize funding among school districts.				X		
- Need to give priority to construction of schools for Indian children.			X		X	X
Elementary and Secondary Education Act: Title I						
- Revision of procedures needed for BIA application, administration of its Title I setaside.			X			
- Need to develop special policies and recommendations on Title I funds to benefit Indians.					X	
- Need for improved enforcement of Title I regulations by USOE.					X	
- Need to target Title I funds to reach urban Indians.						X
- Need to use funds to insure an adequate basic program for Indian pupils.						X

	Meriam - 1928	Brophy-Aberle - 1966	Kennedy - 1969	Havighurst - 1970	NAACP - 1971	ACKCO - 1974
Elementary and Secondary Education Act: Title I (Continued)						
- Need for forward funding.						X
- Need to revise program guidelines, funding procedures.						X
- Need to insure adequacy of funding, coordination of use of funds with other federal programs serving Indian pupils.					X	
Indian Education Act: Title IV						
- Need to insure use of Title IV funds for supplemental not basic educational services.						X
- Need for increased coordination at all levels and improved communications with other federally funded program organizations.						X
- Need for forward funding and an adequate level of funding.						X
- Need to clarify rules on regulations for Title IV projects.						X
- Need for absorption of JOM elementary and secondary programs by Title IV.						X
- Need to revise program regulations to insure LEA compliance with assurances, increased role of parent advisory committee.						X
Elementary and Secondary Education Act: Title VII						
- Need for increased funding to insure services to Indian children.			X			
- Need to require BIA to apply for funding and report to USOE in the same manner as the states.			X			

B. An Overview of Legislation Providing Educational Services to Indians.

As citizens of the United States, Indian people are eligible for educational services provided by any federal agency so long as they satisfy service eligibility criteria. In actuality, two federal agencies play a dominant role in Indian education: the Bureau of Indian Affairs and the United States Office of Education; (Office of Native American Programs and the Department of Labor play a comparitively minor role in the area of educational services).

Each of these agencies provides educational services in accordance with a specific legislative mandate. The manner in which such legislation is implemented and administered is determined not only by the underlying intent of the law but by the administrative policy of the agency charged with its implementation. Thus, while the following pages summarize the principal pieces of legislation that authorize educational services for Indians, it must be kept in mind that interpretation of legislative intent will be influenced by the agency to which the law is entrusted for administration.

1. Bureau of Indian Affairs

Since the eighteenth century, Indian affairs have been administered by several different federal agencies, including the Departments of State, Treasury, and Commerce.[9] In 1824, a Bureau of Indian Affairs was created in the War Department where it remained until 1849 when it was transferred to the newly created Department of the Interior.[10]

Since its creation, the Bureau of Indian Affairs has provided some form of educational services to Indian people under the authority of ratified treaties or various federal statutes. Today the BIA's authority to provide educational services for Indians is still derived from a number of different statutes.

25 U.S.C. -2
Act of July 9, 1832, 4 Stat. 564
Duties of the Commissioner of Indian Affairs

25 U.S.C. - 295
Act of April 30, 1908, 35 Stat. 72
Supervision of Expenditure of Appropriations for School Purposes

25 U.S.C. - 297
Act of May 25, 1918, 40 Stat. 564
Expenditure for children with less than one fourth Indian blood

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[9] Cf. Vine Deloria, Legislative Analysis of the Federal Role in Indian Education, Study prepared for USOE, Washington, D.C., 1975.

[10] Cf. Government Organization Manual, Government Printing Office, Washington, D.C., 1975.

25 U.S.C. - 282
Act of February 14, 1920, 41 Stat. 410
Regulations by Secretary of Interior to secure attendance at school

25 U.S.C. - 13
Act of Nov. 2, 1921, 42 Stat. 208
Expenditure of Appropriations by Bureau of Indian Affairs

25 U.S.C. - 231
Act of February 15, 1929, 45 Stat. 1185
Enforcement of State laws affecting health and education;
entry of State employees on Indian lands

25 U.S.C. - 471
Act of June 18, 1934, 48 Stat. 986
Vocational and Trade Schools; Appropriation for tuition

25 U.S.C. - 452-454
Act of June 4, 1936, 48 Stat. 596
Contracts for education, medical attention, relief and social welfare
of Indians

25 U.S.C. - 3042
Act of July 14, 1956, 70 Stat. 536
Study and Investigation of Indian Education in United States and
Alaska; Contracts; Report to Congress

25 U.S.C. - 309
Act of August 3, 1956, 70 Stat. 986
Vocational Training Program; Eligibility; Contracts or Agreements

However, for the purposes of this study attention will be focused on selected pieces of legislation that mandate services for Indian school children, i.e. the Snyder Act, the Johnson-O'Malley Act, and the Indian Self Determination Act.

The Snyder Act:

The Snyder Act, (P.L. 67-85), was signed into law on November 2, 1921. The intent of the act was to authorize appropriations and expenditures for the administration of Indian affairs. Prior to the enactment of the Snyder Act, it was the practice of the Congress to submit items to be included in the Indian appropriation bills. Each item thus inserted was subject to deletion if any Congressman raised a point of order. Thus, this act was passed in order to

> ... make in order appropriations for bureaus that have been added to the Indian Service since that bureau was inaugurated in 1838, which have thus become integral parts of the service, nearly all of which have been appropriated for from year to year and which will continue, in all probability, as long as the Bureau exists.[11]

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[11] 61 Congressional Record, 4659.

In the years running from 1832 to 1921, the Bureau of Indian Affairs had assumed increasing responsibility for the administration of Indian affairs. The legal basis for assuming increased responsibility ranged from treaties negotiated with individual tribes to administrative responsibility for the implementation of a designated Indian policy. Consequently, appropriations were requested for many items for which there was no legislative authorization. Prior to enactment of the Snyder Act the Congress was obliged to receive an appropriation bill listing those budget items for which the Indian Service needed funds. Each budget item would be subject to challenge or a point of order by any Congressman with the result that any member of Congress, by raising a point of order, could prevent action on a particular budget item by the entire Congress.

Floor discussion on the proposed law was heated. Many Congressman expressed concern that the bill, if enacted, would place broad discretionary authority in the hands of an agency that had a consistent record of mismanagement of Indian affairs.[12] Others felt that such a bill circumvented the will of Congress by authorizing general appropriations and expenditures, thereby ending the practice of the House to remove items from any proposed appropriation by raising a point of order.

Two important points emerge from this discussion. First, each of the nine sections of the bill refers to a service which the Indian Bureau was already providing to Indian tribes and communities in some form. Secondly, although the contention was raised that the bill would confer unlimited authority to the Bureau, its original language was not amended to curtail that discretionary authority.

At the present time, the Snyder Act is cited by the BIA as legal authorization for appropriations for the following educational programs:[13]

- Grants to individuals that may be used for tuition, required fees, textbooks and miscellaneous expenses directly related to attendance at college;
- Basic adult education through direct training by Bureau of Indian Affairs employees or teachers contracted by the BIA. Adult basic education includes reading, English, and mathematics, as well as a broader range of subject matters, such as citizenship and consumer protection. Generally, courses are restricted to those not otherwise provided by other federal, state, or local agencies;
- Provision of specialized services: BIA room and board and counselling services to allow eligible Indian students to attend public schools.

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[12] Ibid. at 4660.

[13] Cf. Federal Catalogue of Domestic Assistance to Education Programs. Government Printing Office, Washington, D. C., 1975.

It should be noted that none of these services are specifically mentioned in the Snyder Act. The education section merely states that Congress may appropriate money for "general support and civilization, including education". Discretion is left to the Commissioner of Indian Affairs to determine the types of educational programs to be funded under this authorization.

Johnson-O'Malley:

The enactment of the Johnson-O'Malley Act in 1934 marked the culmination of efforts of selected Congressman for close to eight years. As early as 1926 legislation was introduced in the Congress authorizing the expenditure of funds "appropriated for the care and relief of Indians" of a designated state to be administered through certain public agencies of that state. In 1926, such individual state bills were submitted by California, Wisconsin, and Montana. Generally, these bills were positively viewed by the Secretary of the Interior who viewed them as an effective means of divesting the Federal Government of its responsibility for administering services to Indians:

> Centralized authority with decentralized responsibility, the fundamental of effective administration, is essential in the Indian service because of the distance between the Bureau in Washington and its wards. States should be impressed that ultimately the Indian problem is theirs to solve, and the Government's participation should eventually be cooperative rather than initiative in character....
>
> Complete transfer of Indian education from the Federal Government to State jurisdiction must be accomplished before satisfactory results may be expected in the field. There should be a public school on every Indian reservation. Many government schools have been discontinued altogether; the pupils being transferred to the public schools conducted by the states.[14]

Despite this support, none of the state bills were passed by the Congress.

The following Congress, a general bill was introduced authorizing the Secretary of the Interior to arrange with states for the "education, medical attention, and relief of distress of Indians." In addition, the bills for California and Montana were reintroduced and were joined by bills to similar effect for North Dakota and Oklahoma.

The general bill, H. R. 7031, which had been introduced at the request of the Department of the Interior was neither debated nor voted on due to the opposition of Congressman Louis C. Crampton of Michigan. It was Crampton's contention that the bill was "unnecessary and undesirable" because it invited the states to spend the money of the Federal Government without federal control.

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[14] Letter from Hubert Work, Secretary of the Interior, to J. W. Harreld, Chairman of the Committee on Indian Affairs, Apr. 5, 1926, in Hearings on S. 3020, 69 Con., 2nd Sess. (1927).

By the 71st Congress, the individual state bills had lost momentum and emphasis had shifted to general legislation. Neither this Congress nor its successor, however, passed any of the bills submitted by both houses. Apparently, the opposition of Congressman Crampton combined with the widely held belief of Indian advocate groups that the bill would result in diminution of the responsibility of the Federal Government towards its wards caused a lack of support for the bill.

Finally, in 1934, the present version of the Johnson-O'Malley Act was introduced into Congress. The bill was reported out favorably to the floor of the Senate within seven weeks. (It is interesting to note that in the accompanying Senate Report emphasis was placed on the non-mandatory, experimental nature of such contracts.) The bill's progress through the House was equally eventless. The only amendment introduced on the House side prior to voting the bill out was a provision requested by the Representative of Oklahoma to exclude his state from the bill. The bill was subsequently passed incorporating this amendment.

Two years after its enactment, JOM was amended to clarify certain ambiguities. Under the wording of the original bill, the question was raised by state attorneys general as to whether special state legislation was required to create state authority to enter into such contracts. In addition, in retrospect, Oklahoma concluded it did need to be covered by the bill. Thus, the original act was amended to delete the words "having legal authority to do so" and additional entities authorized to contract with the Department of the Interior were put in their place. Aside from cosmetic changes in its language, the law remained broad and ambiguous, subject to limitations imposed by the BIA in the form of regulation.

P.L. 93-638: The Indian Self-Determination Act

The Johnson-O'Malley Act continued to be of peripheral interest to the Congress during the 1950's as the role of the Federal Government in education legislation emerged. When Congress was considering the Federal Impact Aid legislation, the issue of JOM arose; for, the nature of the JOM program appeared to duplicate those services proposed under the new legislation. The JOM program was brought under even closer scrutiny during the 1960's as certain national studies pointed out prevalent abuses of funding intended to benefit Indian children. (See Section I).

From the 1960's onward, Indian communities expressed increasing concern about the use of JOM monies by the schools in ways that did not benefit Indian children. Pressure grew for greater community supervision and control over the expenditure of these monies. Finally, in 1974 new regulations, (the "red regs"), were promulgated by BIA in an effort to remediate the abuses of JOM. These regulations must be viewed from the perspective of the forces that resulted in their promulgation, i.e. increased community involvement and awareness. Their role is difficult to assess for shortly after their promulgation, they were to be pre-empted by new provisions to JOM legislated under P.L. 93-638, the Indian Self-Determination Act.

The policy of self-determination for Indian people had been articulated by President Nixon in 1970. It was given impetus by the findings of the Kennedy Select Subcommittee on Indian Education. Thus, in 1973 a bill was introduced into the Congress that was to provide a legislative vehicle for implementing the policy of Indian Self-Determination. Its purpose, as stated in House Report 93-1600 was,

> To promote maximum Indian participation in the government and education of Indian people; to provide for the full participation of Indian tribes in programs and services conducted by the Federal Government for Indians and to encourage the development of the human resources of the Indian people; to establish a program of assistance to upgrade Indian education; to support the right of Indian citizens to control their own educational activities; to train professionals in Indian education.[15]

The bill could be read as an implicit admission by the Congress that prior policies of forced assimilation and termination of Indian people had been neither effective nor constructive. In acting on the bill, the Congress noted those previous trends in Indian policy that had recognized the sovereignty of Indian tribes but had systematically eroded it.

> Tribal sovereignty, the power of self-government, was first recognized in concept by the United States Supreme Court in Worcester v. Georgia (6 Pet. 515(1832)). In commenting on that decision a noted legal scholar has remarked:
>
>> From the earliest years of the Republic, the Indian tribes have been recognized as 'distinct, independent, political communities' and as such, qualified to exercise powers of self-government, not by virtue of any delegation of powers from the Federal Government, but rather by reason of their original Tribal sovereignty. Thus treaties and statutes of Congress have been looked to by the Courts as limitations upon original tribal powers, or, at trust, evidences of recognition of such powers, rather than as the direct source of tribal powers. (Cohen, Federal Indian Law)

While it was clearly recognized that the power to abolish, limit, or modify the original tribal sovereignty was the sole prerogative of the Congress and, indeed, while the Congress has steadily eroded that original sovereignty, extra-legal administrative action had all but destroyed that right by the early 1920s....

It became clear in the 1920's that this policy was not effectively providing Indian tribes and people with the necessary skills to function in the non-Indian society. The Meriam

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[15] U.S.C.A.A.N. 7775, 93rd Cong., 2nd Sess. (1974).

Report of 1928 reinforced this conclusion and made recommendation for administrative and legsilative action to move away from paternalism to eventual Indian self-determination and self-government.

In response to these findings, the Congress enacted the Indian Reorganization Act of 1934. Some have viewed this leglislation as conferring powers of self-government on the tribes and imposing an outside form of government to implement these "new" powers. The legal effect of the Act, however, was to restrict the extra legal administrative curtailment of tribal sovereignty and to facilitate tribal government forms to implement those sovereign powers which had not been specifically limited by the Congress and, in some areas, to define these powers.

While the Indian "new deal" legislation of the 1930's brought some measure of Indian control and self-government, it fell far short of the current Administration policy of "Indian Self-Determination without Termination." The Bureau of Indian Affairs continued to administer and operate federally funded programs and services on the reservation and the tribes were given little opportunity to set priorities and to become involved in the policy and decision-making functions of the BIA.

After a brief, though disastrous experiment with the so-called "termination" policy in the 1950's which sought to totally terminate the Federal-Indian relationship, both the Congress and the Executive began to articulate a policy of Indian control and self-determination consistent with the maintenance of the Federal trust responsibility and the unique Federal-Indian relationship.[16]

Through the enactment of P.L. 93-638, the Congress hoped to remediate prior mistakes and initiate a new policy direction. The major thrust of the law is the creation of an authority sufficiently broad to permit tribes, with tribal organizations to enter into contracts to perform those programs and services carried out on reservations by BIA as well as those services carried out by HEW/Indian Health Service.

The law represents an interweaving of existing law and new legislative authority. The base of the legislation is provided by four existing laws:

36 Stat 861
"Buy Indian Act": permits a waiver of competitive bidding of contract with Indian tribes

48 Stat 596
"Johnson-O'Malley Act": authorizes contracts relating directly to educational services for Indian children in public schools

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[16] Ibid. at 7780.

42 Stat 208
"Snyder Act": cited as authority to contract for services other than education

4 Stat 737
An act authorizing tribal supervision over employees of the Federal Government

Previous efforts to rely on these statutes had proven unsatisfactory because, as the House Subcommittee pointed out, "difficulties in straining statutory language beyond its original intent creates numerous administrative and management problems."[17] Thus, to fill in gaps, the Congress broadened certain existing authorities:

> Title I: This section of the act provides the flexibility previously absent from the Federal Procurement Regulations to permit efficient and realistic contracting with Indian tribes. (General guidelines for contracting are delineated within the act).
>
> Title II: Under this section of the act, JOM is amended to include three new sections. These are: (a) the requirement that a contractor for education of Indians must submit a plan with the Secretary of the Interior that meets certain minimum requirements and that money must be prorated to cover only Indian students where non-Indian students participate in the program; (b) the requirement that a school board affected by a JOM contract where the school board is not majority Indian cooperate and consult with a parent advisory committee selected by the community; (c) the authorization of JOM funding for school districts attended by Indian students in federal dormitories.

In recognition of the critical backlog of school construction needs in Indian communities, P. L. 93-638 also authorizes the Secretary of the Interior to provide construction assistance to public schools providing education assistance to Indian children.

2. The United States Office of Education:

The Office of Education dates back almost as far as the Bureau of Indian Affairs; it was established by law March 2, 1867. Since its inception, the Office of Education has been shuffled among several Federal agencies; in 1867 it became a part of the Department of the Interior; in 1939 it was transferred over to the newly created Federal Security Administration; upon establishment of the Department of Health, Education and Welfare in 1953 it became a constituent of that agency.[18]

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[17] Ibid. at 7782.

[18] Cf. Government Organization Manual, p. 223.

Although the Commissioner of Education prepared reports on specific areas of education from the time of his Office's establishment, the more substantial role played by USOE today in national educational trends is of relatively recent origin. Today, the USOE administers over a hundred educational programs mandated under numerous pieces of legislation. For the purpose of this discussion, however, attention will be focused on its role in Indian Education through its administration of P. L. 874, Title I of the Elementary and Secondary Education Act, Title IV-The Indian Education Act, and the Education Professions Development Act.

P. L. 874

Public Law 874, (commonly referred to as "School Assistance to Federally Affected Areas" or SAFA) was enacted in 1950. During the previous decade the Federal Government had constructed school facilities in local communities in furtherance of military and war production efforts under the authority of the Lanham Act.

It was expected that once the war was over, adjustment to peacetime conditions would dominate and funds for such efforts would no longer be needed. Following the conclusion of WWII, however, the need to continue such assistance did not abate. Congress thus authorized continued funding for 1949, conditioned upon the investigation of the problem by two subcommittees.

As a result of hearings held throughout the United States, at which representatives of federal agencies, local school districts, and state departments of education presented testimony, the subcommittee made the following findings: federal activities place a financial burden on adjacent school districts for the following principal reasons: first, federal ownership of property reduces local tax for school purposes; second, a federal project or activity causes an influx of persons into a community, resulting in an increased number of children to be educated.

The report noted that not only did government activity remove large tracts of land from the tax roles for federal use but that, in creating emergency housing for federally employed workers, it generated housing which, if not tax exempt, resulted in a lower-than-average value per unit coupled with a higher-than-average number of school children per unit and per acre. The problem was not limited to military activity; but related to flood control and reclamation projects as well. Tabulation of responses of those school districts providing relatively completed data indicated that:

> The 410 school districts listed 682 different federal projects of activities in or near their districts as being responsible for their school problem. In addition, 57 school districts listed industrial activities for war or defense purposes as reponsible for the problem in their districts. Many school districts listed two different activities: some had three; and there were four listed for a few districts. Public housing projects were listed most frequently, 166 school districts giving this activity as the cause of

> their problem. Activities of the Department of the Army were second in order, being listed by 129 districts. Altogether 12 different federal agencies were listed. It is evident from the information furnished by the reporting districts that war and defense activities, rather than peacetime activities of the Federal Government, have been responsible for the problem in over three-fourths of the reporting districts.

The subcommittees found that 12 different federal agencies have been given authority by Congress to provide some type of federal assistance to school districts affected by their activities, and that these agencies would provide a little over $17,000,000 in the current school year in direct-assistance payments for current operating expenses.

It was obvious to the subcommittees that there has not been any consistent federal policy regarding the provision of financial assistance to those communities which were seriously overburdened by federal projects. The programs that are now in effect are uncoordinated and are not based upon a permanent, uniform policy. The result of this situation is duplication in some instances, exclusion of some schools urgently in need from any benefits or from certain kinds of assistance most urgently needed, and an added administrative cost due to the temporary nature of the programs and the number of federal agencies charged with their administration.[19]

Accordingly, the Congress proposed to provide financial assistance to those school districts upon whom federal activity had placed a financial burden after 1939. This was tempered by the proviso that federal activity after the cutoff date must also have resulted in removal of a designated percentage of taxable property from the tax roles.

> For a local school agency to be eligible for payments under this section, it will be necessary for the Commissioner of Education to find (1) that the federal property has been acquired by the United States since 1938; (2) that the property was not acquired by exchange for other federal property in the school district which the government owned prior to 1939, and (3) that the aggregate of the federal property acquired had an assessed value (determined at the time of acquisition of each piece of federal property) equal to 10 percent or more of the taxable real property in the school district.[20]

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[19] House Report No. 2287, 31st Cong. 2d Sess., 6 (1950).

[20] Ibid. at 23.

Such eligibility requirements had the effect of excluding Indian children from SAFA payments since Indian lands had been held in trust prior to 1939 and Indian children had been integrated into the school system prior to 1939 and did not satisfy the substantial increase in enrollment criteria either. Inclusion of Indian children was considered. However, when the bill was reported out, the basis for excluding Indian children appears to have been the understanding that they were adequately provided for under other programs:

> While Indian lands, that is, real property held in trust by the United States for individual Indians or Indian tribes and real property held by individual Indians or tribes which is subject to restrictions on alienation imposed by the United States, is included in the term "federal property," Indian children eligible for educational services provided pursuant to a capital grant by the United States or under the supervision of or pursuant to a contract or arrangement with the Bureau of Indian Affairs, are not to be counted for the purposes of the bill. Thus, the provisions now made in other laws for the education at government expense of Indian children (and the authorization of appropriations therefor) are preserved intact and only children living on Indian lands whose education is not already so provided for will be considered as children for purposes of the bill.[21]

In its final form, the law provided for payments to local educational agencies (LEA's) for two categories of children: (1) children residing on federal property; and (2) children whose parents were employed on federal property but who did not reside on federal property.

The determination in the original act that Indian children were not to be counted for eligibility did not close the issue to further discussion. Since its enactment in 1950, numerous amendments to P. L. 874 have been enacted that affect school districts in which Indian children are enrolled. These are briefly described below:

P. L. 83-248 - This law added a section to the original Act that provided each state governor could choose whether or not P. L. 874 would apply with respect to Indian children. (If he opted for P. L. 874 funds, he had to notify the Commissioner of Education and the Secretary of the Interior since his JOM funding would be affected).

P. L. 84-949 - This amendment affected Indians as members of the general school population eligible for funding under section 3 of the Act. It deleted the three percent absorption requirement and restored original eligibility provisions of ten children and three percent for each section of the Act.

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[21] Ibid. at 25.

P. L. 85-620 - This amendment repealed the "Governor's choice" provision and further changed section 2(b)(1) of the Act to provide against JOM payments being subtracted from P. L. 874 payments under section 2 or 3 of the Act. In addition, section 9(2) was amended to broaden the definition of "child" to include any child for whom the state provides a free public education thereby clearly including Indian children in P. L. 874 payments.

P. L. 89-313 - As an amendment to section (3) eligibility, this law affected Indian children. (This category applied to children whose parents live in federally connected public housing or work on such housing). As category (3)(c), payments were to be made for children in this category only after "A" and "B" children were paid their full entitlement.

P. L. 89-750 - An amendment to section 3 eligibility, this law made school districts eligible that had three percent federally connected children and at least ten such children or at least four hundred such children, whichever was less. The procedure for computing entitlements was also amended. And Commissioner was authorized to reduce payments where states reduced state aid because of federal impact monies.

P. L. 93-380 - This law extensively revised the entitlement and payment structure of P. L. 874. While under the prior amendments, some Indian children were "A" category and some "B" category, (the latter of which received a lesser entitlement), P. L. 93-380 classified all Indian children as category "A". In addition, the method of funding was altered so that computation of payments takes into account the quality of federal connection and the quantity of its impact.

The Elementary and Secondary Education Act: Title I

Title I of the Elementary and Secondary Education Act was legislated as an amendment to P. L. 874 in 1965. A component of the Johnson administration's "Great Society" program, its stated purpose was as follows:

> In recognition of the special educational needs of children of low-income families and the impact that concentrations of low-income families have on the ability of local education agencies to support adequate educational programs, the Congress hereby declares it to be the policy of the United States to provide financial assistance ... to local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means (including preschool programs) which contribute particularly to meeting the special educational needs of educationally deprived children.[22]

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[22] 20 U.S.C.A. - 241(a) et seq.

As first enacted, the Elementary and Secondary Education Act encompassed five titles, none of which contained explicit provisions for Indian children. Rather, the criteria for funding eligibility was based on family income, (i.e. a family income less than the low income factor of $2,000 per year or family income greater than $2,000 per year because of AFDC benefits).

The actual amount of assistance a school district was to receive under Title I of the Act was to be computed by the formula 1/2 x A x B = entitlement amount. ("A" represented the average per pupil expenditure in the state and "B" represented the number of eligible children aged 5 to 17). Funds thus allocated flow from the federal agency to the state. The state, in turn, transmits the funds to those LEA's within its boundries conducting a Title I program that complies with program criteria laid out in the original Act.

As in the case of P.L. 874, many questions arose regarding how Indian children were to be served under Title I. Thus, one year after its enactment the first of several amendments to Title I, ESEA was passed. Since each of the amendments is reflective of a trend in Indian education legislation, they are described briefly below.

P.L. 89-750 - This law explicitly amended Title I to provide services for Indian children. It authorized a setaside for educationally deprived children on Indian reservations and in federal boarding schools. Interestingly enough, Congress also expressly stipulated that such funds were to be used "to meet the special educational needs of Indian children and not merely commingled with other federal funds...." The Committee on Education and Labor required increased coordination among agencies serving Indians to insure equitable distribution of funding and continuity of services.

P.L. 90-247 - In 1967 amendments to ESEA extended the authorizations for the Indian programs without further modification. As a result of this two-year extension, the Indian programs' authorization coincided with that of other basic programs under the same titles of the Act.

P.L. 91-230 - At the time this amendment was passed, the study by Brophy and Aberle had been in circulation for more than two years. The Kennedy Subcommittee on Indian Education was completing its report. In short, factual documentation existed to prove the assertions that Title I monies were being misused for basic support or to supplant local and state contributions rather than for their special purpose. These findings were confirmed by the Senate Committee on Labor and Public Welfare that noted in its report on the amendment that,

> "The committee wishes to express its deep concern about the necessity for stronger enforcement of Title I requirements by both federal and state agencies in monitoring the legitimate and effective use of Title I funds by local educational agencies. Testimony presented to the committee revealed that widespread dissatisfaction has existed over the manner in which local school officials have made decisions on how to spend Title I allocations.

> The November 1969 report of the Washington Research Project reported on the extent to which local agencies have expended Title I funds for purposes other than the education of educationally deprived children in the schools.
>
> In response to a series of complaints from individuals and groups to the Office of Education and in hearings before this committee, the Office of Education has conducted an inquiry into specific allegations. This inquiry focused upon the administration of the program and found reason to question State supervision of the program by local agencies in a number of areas covered by federal policy requirements including:
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> 1. The supplanting of state and local funds with Title I funds.
>
> 2. The excessive use of Title I funds for capital outlay purposes.
>
> 3. The use of Title I funds to maintain segregated school systems.
>
> 4. The use of Title I funds in nontarget areas.
>
> 5. The use of Title I funds to serve the general needs of schools rather than the special needs of children.
>
> 6. Improper restrictions on the public disclosure of Title I project information to the public.
>
> 7. Inadequate participation by local citizens from the target areas in the administration of local Title I programs.
>
> Detailed federal reviews of programs which were carried on in 18 local districts during July and August 1969 revealed the existence of servious deficiencies and documented many areas of needed corrective action by federal, state, and local officials. Wide disparities were found between Title I target and nontarget schools in the use of state and local funds. Local dissatisfaction with the manner in which Title I funds were being expended was voiced by representatives of poor people in the places visited."[23]

To remedy this situation, the amendments made a specific prohibition against supplanting state and local revenues. Equally important, Congress recognized in enacting these amendments that the existing system of setasides for BIA was unsatisfactory. It acknowledged the need for a specific piece of Indian education legislation to be enacted by the Congress and thus extended the setaside programs under Titles I and II of the Act for a shorter duration than the rest of the Act.

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[23] U.S.C.A.A.N. 91st Cong. 2nd Sess. 2776 (1969).

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P. L. 93-380 - In addition to extending the Title I program for three more years, this law amended the formula by which school districts compute Title I entitlement. Discarding its reliance on AFDC statistics which the Committee found to be "heavily skewed in favor of the wealthier states in the country," this amendment adopted the Orshansky index of poverty for counting the number of Title I children. (Unlike the flat income criterion, the index takes into account family size). Finally, the amendments extended the authority of the Commissioner of Education to fund programs in BIA schools.

Title IV: The Indian Education Act

As the preceding pages indicate, during the sixties and early seventies there was increasing awareness within the Congress that existing programs failed to meet the needs of Indian school children. With the implementation of the various pieces of legislation discussed in the preceding pages the recurrent question was (a) whether or not Indians should be eligible for services under every act; and (b) what service mechanism was best suited to meet their needs. Between 1950 and 1972, numerous federal agencies assumed some role in providing educational services to Indian people. (Among those agencies were USOE, BIA, and OEO). The result was a piecemeal, disjointed service delivery system as the investigative reports of that time period clearly indicate. From the mid-sixties onward increasing attention was focused on the failure of the educational system to meet the needs of Indian people. However, not until the publication of the findings of the Kennedy Select Subcommittee on Indian Education does there appear to have been sufficient impetus for an education bill that would benefit Indians alone.

One of the specific recommendations of the Kennedy Select Subcommittee was the enactment of a general Indian education bill "to meet the special educational needs of Indians both in federal schools and in the public schools." The purpose of such legislation would be to: (1) eliminate setaside funding under federal programs such as ESEA and provide direct funding instead; (2) substantially revise Johnson-O'Malley; (3) consolidate under one statute the various programs serving Indians (i.e. model programs, research, bilingual education, and adult education); and (4) create advisory groups composed of Indians with expertise in the subject areas covered by the titles of the proposed act and community councils to insure community input in the program's management.

The proposed legislation provoked discussion among Indian people as well as federal agency people and state education administrators. It was to prove significant not only for the programs it ultimately created but for the focus it gave to issues that impacted the effectiveness of educational program services for Indian people. Among the questions it caused to be raised were,

- How is Indian to be defined?
- What effect would a general Indian education act have on P. L. 874 funding?
- Should or will authorizations under the new act eliminate eligibility of Indians for services under the ESEA title programs?

- Should the act include a provision for school construction?
- Who should be charged with implementing and administering the program?
- What role are Indian tribes and communities to play in administering program funds?

The resultant legislation responded to many of these issues. Under Part A of the act an entitlement is provided for school districts with the prerequisite number of Indian children, as set forth in the law. This entitlement does not eliminate Indian participation in P.L. 874 or Title I funding; theoretically it supplements it. Under Part B of the Act, grants of funds are made for special projects geared to serve Indian children and to develop relevant, responsive materials for them. Services are provided for Indian adults under Part C of the act (a suggestion once raised by the Congress in relation to Title I but never carried out). In addition, the act authorizes the establishment of an Office of Indian Education within USOE to administer the program and a National Advisory Council on Indian Education to consult with the Commissioner of Education on matters affecting Indian education.

P. L. 93-380: Like many other programs in USOE, Title IV was amended by the Education Amendments of 1974. The changes were intended to both broaden the scope and clarify the language of Title IV. First, a requirement was added that recipients of grant monies under Part B of the act must insure that comparable services will be provided to Indian children enrolled in non-public schools who met program eligibility requirements. (Although the Congressional reports give no insight into why this provision was added, a member of the Senate Subcommittee indicated the main purpose was to bring the language of Title IV into conformity with that of Title I which contains a similar provision). Secondly, the amendments extend the scope of the authority of the Commissioner of Education to award up to two hundred fellowhips to Indian students in fields other than education, i.e. medicine, law, forrestry etc.

Education Professions Development Act:

In 1965, in response to a pressing shortage of qualified classroom teachers, the Congress passed an amendment to the Higher Education Act entitled "The Education Professions Development Act." It was the perception of the Congress as expressed in the Senate Report on the bill that this legislation would complete those goals laid out in President Johnson's message to the Congress on education legislation that had not already been met through the enactment of P.L. 89-10.

Coupled with the Title programs of the Elementary and Secondary Education Act, the Committee anticipated that this legislation would be of special benefit to impoverished urban and rural areas:

> Title V [of the Higher Education Act, as amended by EPDA] is concerned in its four parts with the backbone of American education, the classroom teachers, and those who assist them in their dedicated work. Title V additionally is designed to improve the service given by teachers through assuring additional routes whereby teacher preparation may be strengthened. The four parts of this title can be considered as complimentary provisions to achieve the desired end.[24]

The provisions thus referred to provided for the establishment of an Advisory Council on Teacher Preparation, authorized fellowships for teachers, and most important estatablished a National Teacher Corps whose purpose was perceived as follows:

> The concept of a National Teacher Corps was adopted by this committee in its realization of the crucial importance of the teacher in the life of a child. The National Teacher Corps is aimed at the reallocation of talent in the teaching profession to assist urban and rural areas that are marked by concentrations of low income families and to attract into the teaching profession and to service in such areas the most able and dedicated young people graduating from our Nation's institutions of higher education. The committee is of the belief that the placing of experienced teachers and teaching teams in schools with high concentrations of low-income families will be most beneficial to the children of such schools, to the teachers themselves, and will provide a unique training opportunity for teachers of the disadvantaged.....
>
> It is the intention of the committee that the Office of Education carry out a recruiting program for teachers to attract qualified teacher and college graduates for the National Teacher Corps. The Office of Education, in effect, will be the clearinghouse for those who wish to utilize Corps members and universities who wish to train them. Selection of Corps members will be done on the basis of criteria established by the Commissioner of Education. Actual screening will be carried out by local universities selected to provide Teacher Corps training. Corps members should be assigned to any local school agency subject, of course, to the approval of the receiving local agency.....

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[24] U.S.C.A.A.N., 89th Cong., 2d Sess. 4027 (1965)

> The language of the bill is written so as to allow the Commissioner of Education a maximum degree of flexibility in making arrangements at the state and local level for the Teacher Corps teachers and teams. It is the intent of the committee initiative and variation in local programs be encouraged. Recognizing that neither state or local educational agencies nor institutions of higher education acting independently can effectively prepare teachers for the disadvantaged, it is the intent of this bill to promote close cooperation between these institutions in carrying out the training aspects of the Teacher Corps.[25]

Although Indian children were not specifically mentioned in the original act, they were included in its provisions as children attending schools with high concentrations of low-income families. However, subsequent amendments to the act did in fact make specific references to Indians. These amendments can be described briefly as follows:

P. L. 91-230 - This amendment increased allocations of members of Teacher Corps available for service for assistance to Indian children from three to five percentum.

P. L. 22-318 - This amendment had two provisions affecting Indians. The Commissioner of Education's existing authority to appraise the Nation's existing and future educational needs was extended to include appraisal of the need to provide programs and education to Indians. It also provided for the creation of a five percent setaside of funds under Part D of the act for grants and contracts to institutions of higher education to prepare teachers of Indian children living on the reservation serviced by schools operated or supported by the Department of the Interior. Preference was to be given to Indians for training under this section of the act.

3. Department of Health, Education, and Welfare: Office of Native American Programs

Like many of the pieces of legislation referred to in the preceding pages, the Economic Opportunity Act of 1964 was a component of President Johnson's broader plan for a "war on poverty". It resulted in community action programs and services to Indian people both on reservations and in urban areas. When the Office of Economic Opportunity, which administered the act, was not extended in 1974, Congress authorized the continuation of OEO programs and provided for their transfer to a Community Action Administration within HEW as provided by P. L. 93-644, ("The Head-Start Economic Opportunity, and Community Partnership Act of 1974). Among the divisions transferred to HEW and extended by this legislation was the Office of Native American Programs.

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[25] Ibid., 4068-69.

Consistent with the focus of the former OEO program, the purpose and structure of ONAP was defined in P.L. 93-644 as follows:

> The Native American Program (NAP) transferred from the Office of Economic Opportunity in FY 1974, applies innovative approaches to deal with the special needs of Indians and Alaska Natives, and provides for a better focusing of available resources to enable them to attain economic self-sufficiency. The program assists native Americans, acting through their own programmatic and funding priorities and to provide direction to institutions and programs affecting their daily lives. A major element for the variety of NAP projects is overcoming the problems of poverty. Eighty percent of reservation residents are poor.

Approximately 75% of native Americans now living on reservations are poor. Assistance under the Native American Program is provided through grants or contracts to tribal councils or other public or private non-profit agencies off reservations. The amount of the basic grants to reservations is based on the number of poor residents. Discretionary money is also available for short-term fundings to tribal councils or other grantees. The primary purposes of these grant and contracts include:

(1) strengthening of tribal governments aimed at increasing the capability of reservation Indians to perform services now provided by non-Indian organizations;

(2) support of a range of services to meet individual and family needs;

(3) support for operation of urban centers serving Indian people living off reservations; and

(4) funding to encourage self-help and community economic development efforts.

Basic Purpose

The basic purpose of the ONAP Program is to increase the economic and social service self-sufficiency of the Indian people. This is in line with the whole concept of self-determination which has as its main function to build the capacity of tribal governments and off-reservation Indians to make decisions and to manage programs which affect their social and economic conditions. This is reflected in the ONAP program through two maj activities. The first is to assist tribal governments in building their capacity to manage economic development and human services and, secondly, for off-reservation Indians to develop the capacity for linking into human services delivery systems supported primaril through the Federal Government and State and local governments. This is done primaril through information and referral outreach centers in the major cities of the country with large concentration of urban Indians.[26]

As provided in the legislation, these goals would be carried out through the award of grants to public profit and non-profit agencies to operate projects pertaining to the purposes of the act. Although such grants were to equal 80% of the cost of the project, the Secretary of HEW had the authority to permit a higher percentage.

4. Department of Labor: The Comprehensive Employment and Training Act

Along with the Manpower Development Act of 1962, the Economic Opportunity Act had provided funding to train unemployed and underemployed members of the labor force. The training opportunities thus generated included both on-the-job-training (in which the federal government paid a part of the trainee's salary) to the operation of residential vocational training facilities.

The results of the programs were as diverse as their structures. Some programs were under-utilized by potential Indian trainers because they lacked the resources to provide for the health, family or personal counselling needs of Indian trainees. Other programs had low placement rates because they failed to provide for basic education needs or trained participants for jobs with limited employment potential. Because of the lack of coordination among these federal programs, they did not maximize their impact.

Thus, in 1973 the Congress focused its attention on the need to reform existing manpower services through comprehensive legislation. As a result, the Comprehensive Employment and Training Act was legislated. The purpose of this act, according to the House Education and Labor Committee was as follows:

> There has been a general consensus for over four years that the national manpower legislation needs comprehensive reform, but it has also taken that long to develop a consensus on the substance of the legislation to establish that reform. H. R. 11010 represents such a consensus. It has broad bipartisan sponsorship.
>
> In place of the numerous categorical and over-centralized manpower programs currently under Title I of the Economic Opportunity Act and the Manpower Development and Training Act, H. R. 11010 establishes a decentralized and decategorized manpower program which will be responsive to local needs while at the same time maintaining necessary federal supervision to insure that the national purposes in enacting this legislation are properly carried out. The bill recognizes that transitional public service employment is an integral part of a comprehensive manpower program and provides additional public employment opportunities in areas of substantial unemployment.....

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[26] U.S.C.A.A.N., 23rd Cong., 1st Sess. 8058 (1974).

> It is the purpose of this legislation to provide a new and up-to-date charter for the manpower programs which were previously operated under the authority of the Manpower Development and Training Act, the Economic Opportunity Act and the Emergency Employment Act. The legislation eliminates the numerous categorical programs which were authorized under these separate pieces of legislation and substitutes therefore a decentralized and decategorized program that can be more responsive to the diversity of local needs. Instead of operating manpower programs through over 10,000 contracts with the Secretary of Labor, the Bill will operate through grants to about 550 local and State prime sponsors who will plan and operate their programs to meet their local needs. But while providing for decentralization the bill reaffirms the federal role of assuring that manpower programs are operated to accord with federal policy.
>
> In addition to programs of financial assistance to state and local prime sponsors, the Bill also prvides a special federal responsibility for those programs which are not appropriately run at the local level and assures appropriate emphasis on programs for those groups that have not been adequately served by manpower programs in the past. As a general matter, the bill stresses that the purpose of manpower programs is to secure economic independence through employment and makes plain that it is the function of manpower programs not solely to train but also to provide employment.[27]

CETA placed administration of all programs authorized by its provisions under a single unit: the Department of Labor. However, it also provided for variance in the manner in which the component programs were to operate. Thus, the Indian programs created under Title III were to be funded differently than those created under Title I according to the Committee report.

> Indians and Alaska natives suffer the most serious unemployment and underemployment in the nation. A survey conducted by the Bureau of Indian Affairs in March 1972 indicated an average reservation unemployment rate of 40 percent. In Alaska the rate was 64 percent. Very few reservations have rates of less than 20 percent, and many ran above 60 percent. They are four to twelve times the average for the U.S. labor force. Numerous tribal governments claim that these data understate the seriousness of the problem.

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[27] U.S.C.A.A.N., 93 Cong., 1st Sess. 2935 (1973).

> Yet despite joblessness of epidemic proportions, little has been done. The major thrust of Indian manpower programs has been to relocate Indians in urban areas. That Indians suffer serious discrimination, cultural shock, and unemployment in the nation's cities is well documented, most recently in the "Southwest Indian Report" of the U.S. Civil Rights Commission in May of this year. It is generally agreed that the relocation program was misconceived and largely a failure.
>
> The provisions earmarking funds for Indians in this bill are intended to increase substantially the level of funding for Indian manpower programs to serve the one million Indians in the Nation, and to assure participation for Indians regardless of where they reside. With respect to the policy of this legislation in making Indian manpower programs a special responsibility of the Secretary of Labor, the Committee notes that establishment of a national Indian manpower advisory board has been held in abeyance for more than a year, and recommends that it be appointed in the near future. The board could assist the Secretary in establishing well conceived and equitable programs among the variety of Indian communities and groups.
>
> The Committee wants to make plain that the population requirements for Title I prime sponsors have no application to Indian tribes under Sec. 302. It is the intent of the Committee that this section will be centrally administered by the Department of Labor and that Indian tribes will submit their applications directly to the Secretary, without review by the Governor of the State, to be processed by personnel having particular competence in dealing with Indians.[28]

The implications of the act as passed were twofold. From an administrative perspective, the law eliminated the piecemeal system of funding training programs through numerous agencies whose definition of eligibility and duration of funding and training cycles did not coincide.

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[28] Ibid. at 2936, 2937.

From a political perspective, it is significant that the provisions relating to Indians are placed under a separate legislative title, ("Special Federal Responsibilities") rather than mandating services to Indians as members of a general, economically disadvantaged population.

C. Federal Educational Programs Benefiting Indians:

1. Overview

While there are numerous federal programs that "benefit" Indians, the nature of such benefits is varied. Some programs provide actual classroom instructional services while other programs provide funds to develop instructional materials, purchase software or train persons interested in working with Indian people. The populations served by such projects is equally varied. Some focus on school-age children with emphasis on the elementary grades. Other programs focus on particular segments of the adult population i.e., the Indian undergraduate student or the underemployed/unemployed Indian adult. The definition of "Indian" is not uniform throughout such programs. Consequently, some programs are open to all Indians - federally and non-federally recognized, terminated and urban - while others through narrowness of definition of "Indian" serve only a segment of the total population in need of their program services.

In addition, definition of "Indian" and policy towards serving Indian people may vary from agency to agency. Thus, an assessment of the impact of legislation under which Indian children may obtain benefits must consider not only the intent of the law but the policy context in which that law is to be interpreted and administered by the agency charged with implementing it. Thus, if one examines the education legislation administered by USOE, and to a lesser extent, BIA two antagonistic policy concerns emerge with regard to providing educational service to Indians. These can be categorized as: (1) the role of the state in public education; and (2) the federal responsibility for administration of Indian affairs. While these issues are obscured by a program emphasis on "economic disadvantagement" rather than race of participant or by the delegation of program responsibility to an agency solely responsible for Indian affairs, they have an important impact on program administration and accountability.

In the area of public education the state has consistently been viewed as the prime mover. The Federal Constitution makes no reference to the right of an individual to receive an education nor has that right ever been read into the Constitution or its amendments by the federal courts to date. Rather, the right to be educated by the state up to a certain age, the responsibility to attend school where provided is derived from the constitutional or statutory provisions of the state in which one resides. This autonomy of the state has been ignored by the federal government only when the state's exercise of its authority has interfered with an individual's exercise of a constitutionally guaranteed right such as freedom of religion, freedom of speech, and right to due process. (For example, courts have restrained states from interfering with a parent's right to educate children at home or to send them to sectarian rather than public schools).

This deference to state perogative in public education appears to shape the underpinning of existing education programs at the legislative, agency administration, and judicial interpretation levels. For example, as pointed out in the preceeding section the role of USOE in public education is of relatively recent origin. The nature of this role, as described in the USOE mission statement for state and local programs is facilitation and cooperation:

> The Mission of the Associate Commissioner of Education and Local Education Programs is primarily to improve educational services provided to students enrolled in the Nation's elementary and secondary schools. These programs seek to improve educational services by providing assistance to state and local education agencies through legislated resources and tools developed to meet the special needs of several education agencies.[29]

The assistance referred to has consistently taken the form of federal dollars to be used by the state or local entity at its descretion so long as the funding criteria defined by law and/or regulation are not violated. In fact, that the federal government may not use its funding resources as a mechanism to interfere in the management and policy formation of recipients is reaffirmed by each of the major acts in the respective reports by the congressional committees. This is illustrated not only by the legislative history of P. L. 874 but of ESEA, Title I and of EPDA.

When P. L. 874 was enacted, the Congress justified it on the "burden" theory. The federal government had created a substantial financial burden on school districts by its ownership of lands or federal activity. Thus, it was only fair that the Federal Government compensate localities for that burden by payments from the Federal Government "in lieu of local taxex". It is significant that the legislation provided only for compensation for tax loss and contained no stipulations as to how the money was to be spent. In fact, in the committee report on the bill it was expressly noted that the act was not intended to involve the Federal Government in state or local school governance issues:

> . . . This bill seeks to compensate school districts in reasonable amounts for the cost of educating children who, because they reside on tax-exempt federal property or because their parents are employed on such property, do not in effect pay their own way. The underlying philosophy of this section is that the Federal Government, as a property owner, should pay to each local education agency which furnishes education to children residing on or whose parents are employed on federal property an amount per child roughly equivalent to the amount per child which other property owners in comparable communities pay toward the cost of educating children. Under this principle,

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[29] Circular prepared by USOE on federal programs in USOE that fund State and Local Educational Agencies. (Undated)

> federal payments to school districts are more closely related to the "burden imposed" than to the value of the federal property. The committee believes that this approach will be more equitable both to the Federal Government and to the local school districts involved.
>
> . . . the bill shall be administered by the Commissioner of Education, and specifically forbids him, or any department, agency, or employee of the United States from exercising any direction, supervision, or control over the personnel, curriculum or program of instruction of any school or school system of any local or state educational agency. Apart from the rare ocasions when the Commissioner of Education himself will have to arrange for the education of certain children (see sec. 6), the personnel, curriculum, or program of instruction of any state or local school system will be of no concern to the Federal Government. (Emphasis supplied).[30]

Perhaps intended to assuage the fears of the public that this foreshadowed a federal takeover of state, public education, the general reaction was mixed. Despite this disclaimer of federal supervision or control over personnel, curriculum, or instruction, some states reportedly rejected P. L. 874 funds on the grounds that they were tainted and invaded the states prerogatives. One state even filed suit to challenge the constitutionality of the act.

Even though Title I was enacted almost two decades later, it too caused apprehension among state and local education systems. From their perspective this may have seemed reasonable since the expressed intent of Title I was not generally operational expenses but educational or instructional services. The Federal Government was not simply contributing to the general budget in this instance, it was a presence in the school classroom. In testifying on a proposed draft of the bill, the Commissioner of Education reiterated the cooperative, facilitative role the Federal Government would be confined to under this legislation:

> By actively encouraging cooperative educational services at local levels, serving both public and private school students under public auspices, and by calling on the states to plan and administer this program in concert with their communities, the President has moved decisively toward solving the problems that have too long prevented the Federal Government from playing its proper role in education — its role as a partner with the states and localities in helping to meet the most serious needs of our American schools.[31]

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[30] House Report No. 2287, 81st. Cong. 2d. Sess., 23 (1950).

[31] Hearing on the Elementary and Secondary Education Act of 1965 before the Senate Committee on Labor and Public Welfare, 89 Cong., 1st Sess., pt. 2 629 (1965).

In reporting the bill out, the Senate Committee Report spelled out the federal agency role in somewhat more specific terms:

> It is the intention of the proposed legislation not to prescribe the specific types of programs or projects that will be required in school districts. Rather, such matters are left to the discretion of the local education agency since education needs and requirements will vary from state to state and district to district.[32]

In short, the legislation was to constrict the autonomy of states and local educational agencies in the operation of those schools receiving funding as little as possible.

The issue of state role comes into play not only in programs that provide instructional materials and services. It also touches the areas of personnel and of school finance. When amendments were proposed to the Education Professions Development Act, for example, two points of view emerged. On the one hand Congressmen such as Bell, Esch, and Steiger perceived the amendments to enable the government to continue its supportive facilitative role in improving education:

> . . . Our firm purpose is to enable the Federal Government to assist our colleges and universities and our state and local school systems in a continuous process of improving both the quality and availability of education, but within the framework of state, local and institutional control of both the actual administration of education and of its decision making process. We do not believe it is desireable either to replace the major financial responsibility of these non-federal agencies for educational training; the federal effort should be supportive and supplementary — not pre-emptive.[33]

Opponents to the program did not see it in this light.

In a report filed with the committee by Congressment Ashbrook, Gurney, Schurk, and Gardner, opposition to the program was expressed in terms of invasion of state preroative:

> Quite aside from the Teacher Corps, this bill should not be enacted in its present form. In our judgment, it represents a wholly unnecessary expansion of federal power-in the preparation of teachers and in the whole field of teacher education. Moreover, there is every reason to believe this bill will open up a Pandora's box for there is every likelihood that the other body will closely adhere to the original administration proposals. This bill will likely end up a far different measure than the one approved by our committee instead of the state and local safeguards, unlimited discretion will again lodge in the hands of Commissioner Howe . . . .

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[32] Ibid.

[33] U.S.C.A.A.N., 2768, 91st Cong. 1st Sess. (1970)

> We oppose the assignment of an elite corps of federally supported teachers in our schools under any guise whatsoever. We urge that it is and will become a pernicious precedent for direct federal intervention in local schools, and that the minimal benefits of additional personnel in a small number of schools are not worth setting such a precedent.[34]

The issue of school finance has been reviewed by both the Congress and the courts. In the past sessions of Congress bills have been introduced on federal equilization funds. These bills are noteworthy in two respects: (1) they have proposed federal incentives to encourage equalization but have not attempted to mandate it; and (2) these bills have never been actively promoted in either house of Congress. In contrast, the Supreme Court has explicitly refused to interfere with local systems of school financing even when examination of a state's per pupil expenditures reveals wide disparities among school districts. For, as the Supreme Court noted in San Antonio Independent School District vs. Rodriguez in the absence of a defineable category of "poor people" against whom the financing system discriminates.

> . . . the judiciary is well advised to refrain from imposing on the states inflexible constitutional restraints that could circumscribe or handicap the continued research and experimentation so vital to finding even partial solutions to educational problems and to keeping abreast of ever changing conditions . . . .
>
> The foregoing considerations bolster our conclusions that the Texas' system of public school finance is an inappropriate candidate for strict judicial scrutiny . . . .[35]

While the authority of the state is established in the area of public education by the failure of the Federal Constitution to delegate such authority to the Federal Government, responsibility of the Federal Government is expressly provided in Indian affairs under Article I, Section 8 of the Constitution. Thus, as the prime mover in Indian affairs, the federal courts have interpreted the government authority to pre-empt states from "withdrawing Indians from the power of federal statutes regulating trade with Indians by conferring rights of citizenship and suffrage under the state constitution or statute." Moreover, when a state is admitted into the Union, Congress may, in the enabling act, reserve authority to legislate in the future respecting the Indians residing within the new state, and may declare that existing acts of Congress relating to trade with them shall remain in force.

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[34] Ibid.

[35] Cf. San Antonio Independent School District v. Rodriguez, 411 U.S. 1 (1973)

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In the area of Indian education, the federal role is predicated on both treaty agreements and federal statutory provisions under which the government has assumed this responsibility. As a study prepared for USOE/OIE points out, through the Congress, the judiciary, and the executive branch of government, the Federal Government has generally affirmed its legal obligations to Indian people as an ongoing commitment to provide sufficient services to enable Indian communities to make a comfortable transition from their former way of life to a new way of life consistent with the conditions of the time and the consent and understanding of the Indians.*

As one of the component services referred to above, Indian education has consistently been entrusted to administration at the federal level. There have, of course been recurrent pressures to turn this responsibility over to the states. However, the trend of the Congress has been to resist such pressures. When the Snyder Act was passed, for example, certain Congressmen argued that Indians should be removed from the tutelage of the federal government altogether and thereby forced to work out their own solutions to problems. Only then, it was contended would Indians become independent, self-sufficient and contributing citizens. This view was generally rejected, however, by Congressment Snyder and Kelly who argued for both the legal and moral fulfillment of the government's responsibilities to Indian people:

> During those two years one of the most thorough and complete investigations ever undertaken by a committee of the House was held by that committee. Those hearings left with the certain well-defined convictions, and I am glad to have this opportunity of presenting them, in the hope that I may help a little in the solution of a problem whose very existence in this year of grace is a shameful reflection upon American efficiency and American justice.
>
> Mr. Chairman, no failure or maladministration in government service can reflect so directly upon the Nation as in our relations with the American Indians. They are wards of the Nation, not of any state or community. They are disenfranchised and inarticulate, forced to look to Washington for every need.
>
> It is therefore a peculiar responsibility resting upon every Member of Congress to interest himself in their welfare. Yet that responsibility is not often realized. I do not have a single Indian in my district, and until I was made a Member of the Indian Affairs Committee cared little about the question and knew nothing except what I had learned in little-heeded discussion of Indian appropriation bills and in casual visits to a few Indian reservations and Indian schools.
>
> Two years' intensive study has convinced me that Congress has abdicated its functions and powers for many years to a bureau. The result has been just what a great writer on constitutional government said must always follow

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*(Cf. Deloria Study, Cited in n. 9.)

> bureaucracy. "A bureaucracy," said he, " is sure to think that its duty is to augment official business, or official numbers, rather than to leave free the energies of mankind." That is an exact statment of the attitude of the Indian Bureau, which is the embodiment of bureaucracy, a despotic, arbitrary domain which has been permitted to exist and to flourish in this land of the free.[36]

Despite the admitted shortcomings of the Bureau's administration of Indian affairs, the transfer of responsibility to the states was not generally regarded as a viable solution. As the discussion of the Johnson-O'Malley Act indicated, private interest groups advocating Indian interests raised the question of whether or not passage of the act would curtail federal guardianship.

However, correspondance from John Collier to Haven Emerson of the American Indian Defense Association emphasized that the intent was not to diminish federal role and enhance that of the state but to provide critical services to a widely scattered segment of the Indian population by using the public school system as a vehicle for services:

> The policy and the bill incorporating it does not curtail federal guardianship; does not shift financial obligation to the states or diminish the federal appropriations; does not affect Indian property in any way, does not alter the status of the Indians as citizens or subject them to the state laws or state courts or to taxation.
>
> It is designed to re-establish federal aid for the great number of Indians scattered among the white population of the Pacific Coast and Northern States, who, while technically wards of the Federal Government are practically out of reach of the government, while the local agencies are without responsibility or authority to look after them. The denial of federal aid to those Indians is cruel and indeed is nothing less than murderous. They are the Indians most tragically situated, most deeply wronged of all our Indian wards. To deny them federal aid by the only means the federal aid can be given them — that is, through cooperative arrangements with the state and county agencies — is an act of persecution. And it is besides inexcusable, because these Indians can be helped without hurting the tribal Indians, who are not at present concerned with this administration policy at all or affected by it even inferentially or indirectly.[37]

In short, with the exception of the termination policy of the 1950's federal Indian policy has pre-empted state jurisdiction in Indian affairs. (For example, without the consent of the tribe involved a state still does not have the authority to enter a reservation to enforce truancy regulations against Indian students).

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[36] 61 Cong. Rec. at 4660.

[37] Letter from John Collien and Haven Emerson, American Indian Defense Association, to the Editor of the New York Times, April 27, 1930, in R.G. 48, No. 5-11.

The autonomy of the state government in education and the federal government in Indian affairs create conflicts when federal monies are allocated to public schools for the purpose of meeting the educational needs of Indian school children. The conflict is defined at more than one level of program administration. For instance:

- Where the program is specifically intended to benefit Indian children alone, the federal agency must choose between enforcement of federal guardianship or trust responsibility, as defined by the legislation, or subrogating that responsibility to defer to state role in public education.

- Where the program explicitly provides general benefits but contains provisions for Indians, the conflict exists between federal, state, and local levels. For the pattern of such programs is to require state certification of applications for funds. Thus, under P. L. 874 if a school district on the reservation that is predominantly Indian applies for funding, if the state department of education fails to certify its application then the federal program office will not act upon it. The federal office cannot compel certification by the SDE nor can the Indian community.

- Finally, where money is targeted through the LEA with the provision that it is to work in consultation with an Indian advisory group, the LEA has the advantage of being able to refuse funding where the parent committee does not accept its plan of operation.

To alleviate such conflicts, several patterns of program management have emerged:

- Under programs such as Title I and P. L. 874, total deference is given to state role. The money is allocated to the appropriate entity which assumes responsibility for administering funds. The federal agency does not involve itself in the management of funds unless consistent or blatant violations of funding are brough to its attention. The agency requires a minimum of program data because current OMB restrictions prevent it from doing otherwise.

- Under programs such as Title IV, Parts B and C of the Act monies are channeled directly to Indian tribes, groups, and organizations on the basis of a grant proposal. This program structure allows total control of the project administration and content by the Indian community.

- Under the revisions of the JOM Act by P. L. 93-638 - Indian tribes may contract for educational services. Thus, tribes such as the Navajo have the option of taking their JOM monies and managing them independent of the state educational agency. This also insures funding for tribal contract schools whose eligibility for other sources of federal funding is limited.

The problems that remain in maximizing the impace of educational funds benefitting Indian children are numerous despite these alternatives. Many of the problems are more difficult to resolve because they have deep perceptual or emotional origins, traceable to prior policies and programs affecting Indian people. The cumulative effect of such factors is to impede serious efforts at the local community level to improve the quality of educational services. For example,

- Although P. L. 93-638 creates contract authority under JOM, it does not resolve the problem of resistance by BIA area offices to tribal requests to contract. Moreover, the lack of adequate funding to provide technical assistance to tribes desiring to contract inhibits their capacity to program. (It should also be kept in mind that tribal schools that are dependent upon federal grants for all operations do not receive P. L. 874 monies for maintenance and operations.)

- As a general funding program compensating local school districts for loss of tax revenues as a result of federal activities in the area, P. L. 874 has not had the flexibility to accommodate current changes in state school finance law. Several states that adopted equalization plans, for example, inadvertently became ineligible for P. L. 874 funding as a result. This situation was remedied only by the promulgation of "chargeback provisions" that prescribe a formula by which states may include P. L. 874 funds in their equalization computations.

- Individual state laws may prohibit services to non-public schools (i.e., non-LEA's and mission schools). Thus, even though the Federal Act as in the case of Title I may require services to eligible students enrolled in such schools, restrictions at the state level will prevent such Indian children from actually receiving program services.

- Where the relationship between the community and LEA is one of distrust and conflict, the requirement that schools must coordinate with parent committees is inadequate. Parents can be coerced to accede to the schools' wishes by the threat of refusing funds or either side can refuse the funds thereby denying the supplemental services to Indian children. Thus, the option must be explored of providing Indian parents with legally binding sign-off authority, (a prospect which may not be acceptable to many schools). Or, a by-bass mechanism must be created to allow direct funding under Part A to the Indian tribes or organizations.

Within the present structure of Title IV by which funds are channeled through local educational agencies by authority of Part A of the act, there is no simple solution to the conflict of state role in public education and pre-emption of state role in Indian affairs. For state and local educational agencies will predictably resist any efforts through legislative amendment or regulation promulgation process to reduce their fiduciary and administrative control over Part A funds. On the other hand, an increasing number of Indian communities and tribes will expect a central role in both funds management and program administration.

Realistically, the startup costs of tribes and Indian organizations would inhibit their capacity to reach the same number of students presently served by the Part A program. Given the dispersion of Indian students among school districts, this is especially true. The alternatives would require time to attain: i.e., development of tribal consortiums, development of a bypass mechanism that allows alternative funding through Indian tribes and organizations, and support and development of the Indian controlled schools. The question necessarily arises, then, of how to frame objectives more readily attainable in Indian education.

2. Conclusions:

Any attempt to accurately assess the impact of federal education legislation on the educational needs of Indian people must take into consideration certain factors which are admittedly difficult to quantify. These factors include but are not limited to the following:

- That the policies and administrative priorities of the federal program office may not coincide with the definition of needs of the target population intended to be served. Thus, while the funds are being expended on an unmet need they may not be available under program guidelines to meet what the community perceives to be a critical need.
- That the state plays a turnkey role in the funding of educational programs that could benefit Indian people. Thus, the attitude of the state in defining its role and responsibilities in Indian education can effectively expand or constrict available, federally funded services. (For example, the state department of education must certify applications under many of the title programs. Failure to do so can result in loss of federal funding to the applicant school district. Similarly, under the state block grant concept the state receives an aggregate sum to be allocated among such programs as drop-out prevention, alcohol and drug abuse, health and nutrition. If the Indian community has no voice in establishing the state-level priorities the state can effectively exclude Indians from services by selecting priority areas that are not relevant to Indian people's needs.
- That the relationship existing between the Indian and non-Indian community will impact the effectiveness of the federal program substantially. Prior misunderstandings and patterns of discrimination may continue to overshadow current efforts by the mainstream community to improve the quality of educational services available to Indian people. (This element is particularly relevant in analyzing program procedures at the local level for defining program objectives and setting priorities for spending program funds).

What is evident from the review of selected pieces of legislation and prior studies is that while each has attempted its analysis of a complex problem (i.e., quality educational services) from a different perspective, no one legislative enactment or study has succeeded in bringing into focus the basic factors that define educational effectiveness or ineffectiveness in Indian education.

However, that is not to say that the problem cannot be resolved. Rather, the studies and legislation provide a basis for assessing the effectiveness of selecting techniques for researching educational problems. They also cumulatively point to recurrent trends and a redirecting of Indian community concerns from time to time. For example, a cursory review of the studies cited in the initial section of this legislative literature search reveals that the following issues have been cited in at least four of the six in the area of Indian education:

- Need for relevant, responsive curriculum.
- Need for language instruction programs that reflect the needs of bilingual/bicultural people.
- Inadequacy of funding available to run educational programs.
- Need to increase community control of specific programs, e.g. health education.

In reviewing the analysis of selected studies a trend also emerges. For the more recent studies, (i.e., those post-dating the investigations of the Kennedy Select Subcommittee) have placed pronounced emphasis on the role of the community and of Indian parents in defining the objectives, methods, and content of their childrens' education. Among the recommendations these studies have repeatedly set forth have been the following:

- Need to increase the role of Indian parents in their children's education.
- Need for in-service training, special teacher preparation programs and on-going assistance for teachers of Indian children.

From such findings one can make certain generalizations that are subject to a caveat. It would appear that the impact of federal funding is dependent to some extent upon its application in an effective or conducive program environment. This means that somehow the competing expectations of the school system and the Indian community must define a structure for management and service delivery in which they can co-exist. It is clear, from the experience of the Title IV and JOM that such a structure will not permit the school the free hand it has enjoyed in the past in spending "Indian monies". The question remains open as to how much decision-making authority over fiscal and program content matter schools will accord Indian parents.

Although it is not a new issue, the question of community involvement and control in Indian education is a particularly cogent one from two perspectives. The experience of both the Title I and the Title IV program highlight the fact that program regulations compelling schools to consult with community advisory committees are not especially effective. While such regulations have opened the dialogue between community and schools, the fact remains that the school can still coerce Indian parents to agree to its plans. For in refusing to agree to or sign off on a plan proposed by the school system, most advisory members recognize that while the school would lose its funding eligibility it is their own children who would lose needed services. Thus, to maintain the flow of services to their children, community advisory committees will often give in to the wishes of the school, even though they do not agree with them.

However, it is also clear from the experience of the Title IV program that the role of the Indian community in the operation of programs intended to benefit Indians is an integral factor in the success or failure of the program. While the legislatures may have originally intended funds such as JOM and 874 to appease school systems confronted with an increasing Indian pupil enrollment, Indian communities have become increasingly aware of the leverage such funds may give them in dealing with the local school system. In short, these communities have begun to assert a right to share in decision-making affecting funds attracted to schools by their children's presence. Moreover, regardless of the merits of a given program, if it is rejected by the community then general support for both its program objectives and its continued existence will be limited.

One can anticipate that through continued community advocacy on educational issues that a pattern will emerge which more clearly defines educational priorities and expectations of particular communities and tribes. It should be recognized from the outset, however, that such patterns will not be of universal application. The Navajo Tribe, for example, recognizes the problems created by its location spanning the boundaries of three different states. It is presently exploring the possibility of creating a unified school system for Navajo children in which the tribal division of education is designated a state department of education. Such a move would allow the tribe to standardize curriculum, teacher certification, and school accreditation throughout the Navajo Reservation. While the vastness of the Navajo Reservation necessitates exploring this option, to attempt to implement such a plan in California where Indians are located on nominal land bases and widely scattered throughout the school system would lead to absurd results.*

What the patterns do show is the circumstances that have caused Indian communities to initiate some form of interaction with the school system, the form of their concerns, and the process or structures that have been implemented through efforts of community, schools, and outside parties to resolve those concerns. The instances reported to date are vaired in both objective and outcomes. In the case of Natonabah v Gallup-McKinley School District, for example, a suit was initiated by Navajo students against school district and federal officials alleging discrimination and misuse of federal funds provided for Indian children under Title I and JOM. Plaintiffs requested that regulations be submitted to the court for JOM and Title I expenditures; that the school district submit plans to the court as to its JOM and Title I expenditures and that the local defendants be ordered to submit a plan to the court to eliminate disparities in capital outlay and operational expenditures between the Indian and non-Indian schools. While the court did not grant relief on all points, it is significant to note that it did find there had been a clear pattern of discrimination against Indian students and misuse or diversion of JOM and Title I funds. Thus, local defendants were ordered to submit a plan to eliminate disparities as to capital outlay and operational expenditures.

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*A review of Title IV enrollment figures for Part A will show a substantial concentration of Navajo pupils in pupil schools. In the California schools, however, many LEA's report an enrollment of twenty-five Indian pupils or less. Thus, they do not constitute a substantial percentage of the school population. Rather, they present the problem of cost effectiveness of services to students scattered in small numbers throughout the general school population.

Some communities have effected equally substantive changes in school district-community relations without resorting to actual litigation. In Shawano Wisconsin School District, for example, the school was found not to be in compliance with Title VI of the Civil Rights Act in 1974. As a result of efforts on behalf of Indian students by HEW Office of Civil Rights and a private organization, the National Center for Policy Review, the school consented to a settlement which included recommendations of the Indian Advocacy Advisory Board. Among the recommendations accepted were: (1) curriculum emphasis on cultural pluralism; (2) sensitization of teachers of how to deal more effectively with Indian students; (3) aggressive minority staff recruitment and (4) re-evaluation of all students assigned to special education classes.

The predictive value of such examples is uncertain. It remains to be seen whether lasting results have been produced in each instance. Despite these limitations, they still have a particular significance; they underscore the fact that Indian communities are redefining their role in their children's education, that they have become less acquiescent to decisions by school districts that affect their children.

Thus, it would appear to be relevant at this point in time to re-assess those projects that provide educational services to Indian children from the perspective of school-community relations. Projects that have enjoyed positive support from the community should be examined with a view of how they have created a viable environment for community-school interaction. Since there are also enough projects in which community-school relations have negated or inhibited program development, such projects should be examined with a view to isolating whatever factors — (managerial, administrative, and attitudinal) — are detrimental to efforts to develop a working relationship between the community and the school in planning educational services. For it is clear that with or without the support of the school system, an increasing number of Indian tribes and communities are assuming a more active role in defining and directing the education of Indian children.